The History Blueprint: The Civil War

A publication of the California History-Social Science Project

University of California, Davis

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About the History Blueprint

Creating a Blueprint for History Education: Advancing Instruction, Assessment, Student Learning, and Engagement is a state-of-the-art program to address deficiencies in K-12 history education by providing a model for national innovation. Developed by the California History-Social Science Project (CHSSP), this initiative is also supported by the Walter and Elise Haas Fund and History Channel.

The Blueprint curriculum uses research-based strategies to develop critical thinking, reading, and writing to engage students, improve their learning, and address the achievement gap. Blueprint includes tools for teachers and parents to measure their students' progress and adapt instruction accordingly. These tools also provide discipline-specific and Standards-aligned support for English learners and native speakers with low literacy. In sum, the History Blueprint provides an effective method to improve student understanding of history, reading comprehension, and writing ability.

Curriculum. Blueprint curriculum provides comprehensive units of instruction, including background materials, primary sources, detailed lesson plans, and visual resources. All curriculum is aligned with both the California Content Standards for History-Social Science and the Literacy in History/Social Studies section of the Common Core State Standards for English / Language Arts. Each unit combines:

- historical investigation - a discipline-specific form of inquiry-based learning
- relevant and carefully selected primary sources
- activities to improve students' reading comprehension and writing ability
- methods to teach students how to discern and evaluate arguments based upon evidence.

Assessments. Blueprint units feature assessments to measure student content knowledge, Common Core skills, and critical thinking. In our second development phase, Blueprint assessments will be linked to a computerized data system that connects student responses to a diagnostic matrix to provide teachers and parents with suggestions to address specific student needs. The system will also provide rubrics for assessing student work, examples of student products (with commentary from experienced grade-level teachers), and instructions to guide interpretation and formulate next steps.

These formative and summative assessments evaluate students’ abilities to:

- read documents critically
- judge claims logically
- draw connections
- compose reasoned arguments
- master content knowledge.
Teacher Professional Development. Utilizing its state-wide network of experienced teacher leaders and university scholars, the CHSSP will provide in-depth and ongoing professional development programming for teachers implementing Blueprint curriculum in their classrooms. Through summer programs, after school workshops, and ongoing online support, CHSSP leaders will provide:

- step-by-step instructions to use Blueprint resources
- programs to develop teacher content knowledge
- research-based methods to improve student thinking and literacy
- an effective approach to identify student needs quickly and select intervention strategies to meet those needs.

Support for Student Literacy. History is a text-based discipline and proficiency in content-specific academic literacy is crucial to student achievement, especially for English Learners. The CHSSP has an innovative research-based approach to literacy development which differs from both other existing history materials and generic academic literacy activities. Educational evaluation studies show that this literacy approach improves students’ writing and achievement on standardized tests. The Blueprint curriculum units, assessment tools, and professional development programs incorporate literacy development into each lesson with specific strategies to:

- improve student reading comprehension of abstract expository text
- teach students how to write clearly and coherently
- enable English Learners and those reading below grade level to access primary sources, textbooks, and assessments.

Blueprint Organization. Each Blueprint unit begins with a list of the major topics (the Lessons) and an overarching Historical Focus Question that guides the unit’s organization. In addition, each unit includes a Standards-alignment matrix and assumptions about student literacy and historical content understanding, in order to pinpoint the content and skills teachers need to cover before beginning. Individual lessons within the unit are organized similarly, but also include modifications for student literacy, step-by-step procedures, student worksheets, assessments, and teacher keys. Each step covers not only the procedures, but also a short, clear list of the ideas all students should walk away with from the lesson. Additional tools to support implementation include disciplinary icons to signify historical inquiry, assessment, focus questions, and literacy support.
# The History Blueprint: The Civil War

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The History Blueprint: 
The Civil War

Major Topics:
- The Road to War
- Secession
- Perspectives of Civil War Participants
- The Presidency of Abraham Lincoln
- Emancipation and Freedom
- Major Battles
- Effects of the War

Was the Civil War a War for Freedom?

The Civil War was a critical watershed in U.S. History, when the meaning of freedom for Americans and the meaning of union for the nation changed forever. This unit of study will focus on the events leading to the war, the perspectives of those who fought in or lived through the war, and the effects of the war on individual citizens and the nation.

More specifically, this unit will address the causes of the Civil War, the perspectives of Northerners, Southerners, and abolitionists, and the critical battles of the war. This unit also provides detailed instructions to support student analysis of a number of relevant primary sources, including five of Abraham Lincoln’s speeches, the Declaration of Independence, the Constitution, and the South Carolina Ordinance of Secession. The unit concludes as it begins with a focus on an engaging and historically significant question: Was the Civil War a War for Freedom?

In addition to teaching students about the Civil War, this unit teaches students how to read, write, and think historically, analyze historical evidence from primary and secondary sources, and make interpretations. Students will practice Common Core reading and writing skills, especially identifying the perspective or point of view of a source, integrating information from visual and written sources, identifying evidence from sources, and using that evidence to support an interpretation.
Assumptions

This unit is designed for middle school students at all ability levels. Each activity includes instructions for teachers on how to develop students’ historical thinking skills, expository reading skills, and writing skills, as well as their understanding of the Civil War. However, students will benefit the most from this unit if they have met the following conditions. (Please note: In many states, including California, the Civil War is included as part of the 8th grade U.S. History curriculum).

Student Historical Knowledge

Prior to beginning this unit, students should have a basic understanding of the regional differences in geography, climate, and economy among the North, South and Western United States, from the colonial period until 1850. In addition, students should be familiar with the controversies surrounding the extension of slavery to the new western states and the compromises reached to avoid war prior to 1861. They should have a basic understanding of both the political philosophy and specific provisions of the Declaration of Independence.

Student Disciplinary Skills

This unit of study assumes that students can differentiate between a primary and secondary source and have had experience analyzing primary sources in the past. In addition, students should have some experience analyzing maps, graphs, and charts. They have some practice in organizing events chronologically, and some idea of the differences between historical evidence and interpretation or inference.

Student Literacy

To benefit from this unit, students do not have to read at grade level, nor do they have to have an advanced vocabulary. Students should know how to annotate text by circling key phrases and terms. They should also be able to synthesize basic information (such as who, what, when, where, etc.) from their text. They should have some practice in writing logical thesis statements.
Standards

California History-Social Science Content Standards 8.9: Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence; and 8.10: Students analyze the multiple causes, key events, and complex consequences of the Civil War.

8.10.1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.

8.10.2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.

8.10.3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.

8.10.4. Discuss Abraham Lincoln’s presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his “House Divided” speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).

8.10.5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.

8.10.6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee’s surrender at Appomattox.

8.10.7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.
Standards

Common Core Reading Standards for Literacy in History/Social Studies and/or Writing Standards (Grades 6-8 Students) taught in this unit:

RH 1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH 5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH 6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts.)

RH 7. Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH 9. Analyze the relationship between a primary and secondary source on the same topic.

WHST 1. Write arguments focused on discipline-specific content.

WHST 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
### Standards Alignment by Lesson

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<td>8.9: Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.</td>
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<td>8.10.2: Trace the boundaries constituting the North and South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</td>
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| 8.10.5: Study the views and lives of leaders (e.g. Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments. |                       |                     |                               |                      |                             |                       | X                          | X                        | X
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<td>8.10.6: Describe the critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee’s surrender at Appomattox.</td>
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<td>8.10.7: Explain how the war affected combatants, civilians, the physical environment, and future warfare.</td>
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<tr>
<td>RH1: Cite specific textual evidence to support analysis of primary and secondary sources.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<td>RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<td>RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</td>
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<td>RH5: Describe how a text presents information (e.g. sequentially, comparatively, causally)</td>
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<td>RH6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts).</td>
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<td>RH7: Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</td>
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<td>RH9: Analyze the relationship between a primary and secondary source on the same topic.</td>
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<td>WHST1: Write arguments focused on discipline-specific content.</td>
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<tr>
<td>WHST1a: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</td>
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<tr>
<td>WHST1b: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</td>
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<td>WHST1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</td>
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<td>WHST1d: Establish and maintain a formal style.</td>
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<td>WHST1e: Provide a concluding statement or section that follows from and supports the argument presented.</td>
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<td>WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
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This unit was co-authored by a large and diverse group of history educators, working under the leadership of the California History-Social Science Project (CHSSP) statewide office at the University of California, Davis. This effort was led by CHSSP Coordinators Shennan Hutton and Beth Slutsky, and Lisa Hutton, Co-Director of the CSU Long Beach & Dominguez Hills site and Professor of Education at CSU Dominguez Hills.

Six 8th-grade public school teachers from across California served as the original writers for this unit: Jasmin Brown (Lynwood Unified), Angela La Torre (Mount Diablo Unified), Mark Ennen (Long Beach Unified), Amy Hale and Kristi Peckham (Orange Unified), and Jah Yee Woo (Oakland Unified).

In addition to CHSSP leaders and our team of teacher-authors, scholars Alice Fahs (UC Irvine) and Karen Halttunen (USC) provided content support. The History Blueprint Advisory Council and K-12 school partners provided multiple edits to improve the draft.

Editing was provided by CHSSP Statewide Office Staff, including Coordinators Slutsky and Hutton, as well as Executive Director Nancy McTygue, Assistant Director Tuyen Tran, and Coordinator Shelley Brooks.

This unit was made possible by the generous support of the Walter and Elise Haas Fund and History Channel, in addition to California History-Social Science Project / California Subject Matter Project funding. Additional thanks go to our institutional partners who have supported this effort by providing resources, guidance, and support for this initiative: The Library of Congress, the American Historical Association, Cal Humanities and SRI International. A special note of thanks is offered to John Gargani, of Gargani and Company, Inc., and Johnna Armstrong from Business Technology Source, for their visionary work on this project as a whole, and in particular, the History Blueprint website, http://historyblueprint.org.

A final note of thanks is due to the members of the History Blueprint Advisory Council, who have provided countless hours of support, feedback, connections, and expertise. We are so thankful for their work:

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- Nancy Bier, SRI International
- Kimberly Gilmore, History Channel
- Yanira Guzman, University of California, Office of the President
- Karen Halttunen, University of Southern California
- Anne Hyde, Colorado College
- Ralph Lewin, Cal Humanities
- Betsy Marchand, Yocha Dehe Wintun Nation
- Mary Schleppegrell, University of Michigan
- Sam Wineburg, Stanford University
Civil War Lesson #1: The Road to War

Major Topics:
- Slavery
- States’ Rights
- Sectional Differences

What caused the Civil War?

This first lesson centers on one of the most significant and contested issues in the study of the Civil War – the cause of the war itself. Slavery was the cause of the Civil War, because it underpinned all other causes. Sectional differences in geography, climate and economy between the North and South also contributed to the division, as did the unsettled constitutional question of states’ rights. The South's desire to extend slavery into the western territories against the desires of the Northern majority reinforced sectional differences and fueled the argument for states’ rights.

This lesson will provide opportunities for students to develop their chronological thinking skills and expand their understanding of cause and effect reasoning.

**Procedures**

**Step 1: Civil War Pre-Test (Class Time: 50 minutes)**

Distribute copies of the **Civil War Pre-Test (CW1.1)**, or have students take the pre-test online. The pre-test assesses what students remember from earlier units about the conflict over slavery in the western territories, the compromises agreed upon to avoid war, and regional differences. The pre-test also tests students on the historical thinking skills which are taught in this unit, including their ability to differentiate between primary and secondary sources, consider perspective, make an interpretation, and use evidence. Using the attached **Civil War Pre-Test Key (CW1.1-K)**, review student answers to determine what content and/or disciplinary skills need reviewing. Suggestions for re-teaching are provided.

**Step 2: Unit Introduction: American Freedom (Class Time: 40 minutes)**

Introduce the unit focus question: “Was the Civil War a War for Freedom?” Explain to students that the most significant result of the war was the end of slavery. The 13th Amendment (passed after the war) ensured freedom for all in the United States. As students study what happened during the Civil War, they will explore the many different meanings of the word “freedom,” and collect evidence about freedom from each lesson in the unit. At the end of the unit, they will make their own interpretation based on the evidence to answer the question. Tell students that their first task is to define what freedom means to them. Pass out **American Freedom Now and Then (CW1.2)** and review with the whole class the meanings of political, economic, and social. Have students answer the first question independently. Next, have students answer the second question with a partner. Debrief as a whole class. Record answers on a piece of butcher paper with the title, “Freedom Wall,” as in **Freedom Wall Lesson 1 (CW1.3)**. You will be adding evidence to this wall (made of pieces of butcher paper) throughout the unit. Alternatively, you can have students record notes in an interactive journal.

**Step 3: Lesson Introduction: The Cause of the Civil War (Class Time: 30 minutes)**

Tell students that the first lesson is about the cause of the Civil War. Explain that a civil war is fought between two opposing groups within a country. Ask students whether they have guesses as to why the United States fought a civil war and which two groups were in conflict. Record class answers on the board. Pass out **America in the 1860s (CW1.4)** and review the opening information with students. Have them label the states on the map and answer the questions. **Review students’ answers to the questions with the whole class, and tell them that they will be looking at a variety of primary and secondary sources – maps, graphs, and written sources - about the causes of the Civil War, or why the two sides went to war.**
Procedures (continued)

Step 4: Slavery as the Cause of the War (Class Time: 35 – 50 minutes)

Tell students that almost all historians today interpret the cause of the Civil War in this way: Slavery was the cause of the war. Distribute **The Civil War’s Greatest Myth (CW1.5)**. Tell students to answer these questions as they watch the History Channel’s free film clip, “Civil War’s Greatest Myth” [http://www.history.com/topics/american-civil-war/videos#civil-wars-greatest-myth](http://www.history.com/topics/american-civil-war/videos#civil-wars-greatest-myth) (2:41 minutes). Play it several times. Go over the answers with the students, using **The Civil War’s Greatest Myth Key (CW1.5-K)**. Explain that historians and the general public often disagree about interpretations of history, such as what caused important events. You might also lead a discussion of the role that memory plays in history. If the pre-test indicates that students need more review of slavery and sectionalism, give them **The Role of Slavery (CW1.6)** reading. You might read this aloud with them, stopping to ask questions and explain at the end of each paragraph.

Step 5: Sectionalism (Class Time: 50 minutes)

Tell students that regional differences, especially slavery, between the North and South led to sectionalism (loyalty to one’s region rather than to the nation.) To understand the regional differences, they will look at charts and graphs taken from the 1860 Census. Divide the class into 8 groups. Give each group one chart or graph from **Understanding the 1860 Census (CW1.7)**. Instruct the groups to answer the questions about their data and prepare to share those answers with the class. Have each group present their answers to the class. Using the last page of CW1.7-K, summarize the important points for students, on the board or overhead, and have them take notes. Finally, pass out **Sectionalism in America: North versus South (CW1.8)**, which stresses that competition over the western states fueled sectionalism. The question of which region would control all the new territory taken in the Mexican-American War bitterly divided the North and South and led directly to increasing violence and the outbreak of the war. Have the students read the text and answer questions 1-6 in groups. For more advanced students, assign question 7 (on page 4 of CW1.8) for homework, with an appropriate reading from a textbook. Review the students’ answers to the questions, and make sure that they all have the correct answers recorded. Stress that slavery was the root cause of sectional conflict.
Procedures (continued)

Step 6: Chronology of States’ Rights (Class Time: 90 minutes)

Tell students that in the past historians, especially historians from the South, argued that states’ rights was the cause of the Civil War. States’ rights wasn’t the cause of the war, but rather it was the argument used by Southern politicians to try to keep slavery. Remind students that they studied the issue of how much power belonged to the states and how much power belonged to the federal government during the unit on the Constitution. This issue is one of the enduring constitutional questions raised again and again in American politics. Using the argument for states’ rights, individual states challenged federal authority in a series of events from the late 18th century through 1861. As students have already studied the pre-war conflict over admitting free and slave states to the union and the individual compromises, the focus of this lesson is to grasp the big picture – that the states’ rights argument came from differing interpretations of the constitutional sharing of power between the states and the federal government, and that conflict over slavery in the western territories fueled sectionalism and the use of the states’ rights argument.

Distribute **Defining Ideas in Context: States’ Rights (CW1.9)**. Explain to students that they will be defining the concept of states’ rights and other related terms. In addition, they will be learning how to use clues within a reading to understand unfamiliar vocabulary terms. Working in pairs or groups of three, have students answer the questions that follow the excerpts. In the end, ask groups to share their definitions of states’ rights. Use **Defining Ideas in Context: States’ Rights Key (CW1.9K)** as a reference.

Distribute a copy of **The Chronology of States’ Rights Timeline (CW1.10)** to each student. Form eleven small groups, and distribute one set of **The Chronology of States’ Rights Placards (CW1.11)** to each group. Ask each group of students to explain the specific event and answer the following question: What was the issue [political problem or question]? Next, ask students to organize themselves chronologically, holding the placards. Have one student from each group briefly explain the event and identify the issue.

For homework, have students answer the four questions in the box on p. 2 of CW1.10.
Procedures (continued)

Step 7: Civil War Causes and Freedom (Class Time: 15 minutes)

Ask student volunteers to share their answers to the lesson focus question, “What caused the Civil War?” List the three issues – sectionalism, states’ rights, and slavery – and ask students how each contributed to the outbreak of the war. Point out to students that the main issue behind sectionalism was slavery, and the main issue driving states’ rights was slavery. That is why historians argue that slavery was the cause of the war.

Turn to the Freedom Wall (See CW1.3) and ask students how the road to the Civil War was related to freedom. Make sure that they understand:

1. The most important cause of the Civil War (to most historians) was slavery – the opposite of freedom.

2. White southerners thought that they were fighting for their freedom. They saw states’ rights as the freedom to own slaves as property, the freedom to live their own way of life with no interference, and the freedom of their state to resist or secede from the union.
Modifications / Support for Student Literacy

Defining Ideas in Context: States’ Rights (CW1.9)
This activity is designed to both explain an important concept and teach students to define the meaning of important terms independently. Although this is designed as an individual activity, students can be grouped in pairs or threes to complete the activity, as long as each student is required to explain the term, either in writing or verbally.

Role of Slavery Reading (CW 1.6)
If students struggle to understand CW1.6, consider using it as a teacher guide and explaining the ideas to students. Another strategy is to have students underline the main idea of each paragraph, and circle each piece of evidence.

Sectionalism in America: North and South (CW1.8)
Rather than assigning this reading to students, you might tell them the main ideas and have them record those points in their notes. Then have them analyze the “Tragic Prelude” painting. Project the painting and ask them to answer questions 5 and 6 orally.

Short-Track Schedule
The decision to condense this long lesson depends on students’ responses to the pre-test. If students answer most of the questions on slavery, regional differences, and compromises before the war correctly, you can move quickly through lesson 1. If students have not mastered the preliminary content, we recommend taking the time to go through the activities of the lesson to reteach that content. If students are reasonably familiar with slavery, regional differences, and the compromises, and you only have only limited time, use this short-track schedule (4 class periods of 50 minutes each):

➢ Do Steps 1 and 2: (The definitions of freedom and the Freedom Wall information in step 2 are vital components for the essay-writing in lesson 8. Time spent now will save time later.) Do American Freedom Now and Then (CW1.2) as a whole class activity for 20 minutes. Have students suggest answers, you record the answers on the overhead or on the Freedom Wall, and have students copy the answers on the sheet, or directly in their notes.
➢ Do Steps 3 and 4, but do not assign the Role of Slavery (CW1.6).
➢ In Step 5, do only charts 1 and 5 from Understanding the 1860 Census (CW1.7), or skip the entire activity. Summarize the main points of the Sectionalism in America reading (CW1.8), and have students take brief notes.
➢ In Step 6, do either the Defining Ideas in Context (CW1.9) activity, or the Chronology of States’ Rights (CW1.11) activity. Give the Chronology of States’ Rights Timeline (CW1.10) as a homework assignment.
➢ Do Step 7.
CW1.1-Civil War Pre-Test (p. 1 of 3)

Instructions: Mark Questions 1-10 as either True (T) or False (F). Then, explain the reasons for your answers in the spaces below each question.

1. There were slaves in America in revolutionary times. 
2. The Declaration of Independence was signed after the Civil War. 
3. The Declaration of Independence explained why the colonies should separate from England. 
4. This is a quote from the Bill of Rights: “...all men are created equal, that they are endowed by their Creator with certain unalienable rights...” 
5. Until the Civil War, there was no resistance against slavery. 
6. The cotton gin increased the need for slaves. 
7. Prior to 1860, the South was more urban than rural. 
8. Industrial factories emerged in Northeastern US in the 1800s. 
9. Most Southern whites owned slaves. 
10. Prior to 1860, more people lived in the North than in the South.

Questions 11-15 are multiple-choice review questions from the period between 1800 and 1860.

11. The New England region:
   a. had a long warm growing season
   b. was ideal for growing crops like tobacco
   c. had more people living in cities than the South
   d. was not hospitable to trade

12. The American South
   a. was ideal for growing crops like tobacco and rice
   b. was composed only of plantations
   c. did not have any free black landowners
   d. was densely populated

13. What led the newspapers to speak of “Bleeding Kansas” in 1856?
   a. Attacks on job-seeking Irish immigrants
   b. Conflict between cattle ranchers and farmers
   c. Fighting between pro-slavery and anti-slavery forces
   d. Reaction to the U.S. Supreme Court ruling against Dred Scott
14. Why did many Northern members of Congress oppose the Kansas-Nebraska Act?
   a. It opened up a great deal of land to slavery.
   b. It prohibited slavery in any land acquired from Mexico
   c. It supported the Missouri Compromise
   d. It ended the practice of popular sovereignty

15. What impact did the Dred Scott decision have on the slavery issue?
   a. It settled the debate for more than 30 years
   b. It divided the country over slavery even more
   c. It convinced the North to secede from the Union
   d. It caused the president to impeach the chief justice

16. Are these accounts of the Lincoln-Douglas debates from 1858 primary or secondary sources?

<table>
<thead>
<tr>
<th>Account</th>
<th>Primary?</th>
<th>Secondary?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The official written record of the debate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. A movie about the debate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. A book about the debate written 10 years later</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Notes written by a member of the audience</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Read the following quotes and then answer the questions that follow:

This quote comes from a United States History book published in 2008:

“Most white northerners at the time [1860] viewed blacks as inferior. . . Only a few [white northerners] held strong opinions about slavery. . . A vocal minority of northerners were abolitionists . . . Some white northern bankers, mill owners, and merchants earned a lot of money on southern cotton and tobacco or by trading or transporting enslaved people. They were sympathetic to Southern plantation owners and did not want to abolish slavery.”

17. How does the author of this secondary source interpret northern views of slavery in 1860?
   a. Most northerners believed that slavery was morally wrong.
   b. Most northerners wanted to abolish slavery.
   c. Most northerners were sympathetic to slavery.
   d. Northerners had different opinions on slavery – while some wanted it abolished, others didn’t care or even supported the practice
This quote was written by Susie King Taylor, who was a child slave during the Civil War. “Yankees” is a slang term for northerners or the Union army. “Colored people” was a polite term for African-Americans at this time.

“About this time I had been reading so much about the "Yankees" I was very anxious to see them. The whites would tell their colored people not to go to the Yankees, for they would harness them to carts and make them pull the carts around, in place of horses. I asked grandmother, one day, if this was true. She replied, “Certainly not!” that the white people did not want slaves to go over to the Yankees, and told them these things to frighten them. . . . I wanted to see these wonderful "Yankees" so much, as I heard my parents say the Yankee was going to set all the slaves free.”

18. This passage provides evidence for which of the following interpretations?
   a. Slaves thought the purpose for fighting the war was to save the union.
   b. Slave-owners were afraid of losing their slaves to the Union army.
   c. Abolitionists, both black and white, wanted to free the slaves.
   d. Unless the Union army was close, slaves in the South did not know much about the war.

This quote comes from a letter written by Clinton Hatcher of Augusta County, Virginia, in 1861:

“I think now that Virginia is invaded it is becoming that every true Virginian should shoulder his rifle and march to the rescue. . . . I had the pleasure of casting the first vote of my life last Thursday and was happy to give it in so good a cause as that of ratifying the ordinance of Secession.”

19. What is the author’s perspective?
   a. He did not want slavery to be abolished.
   b. He did not want Virginia to secede from the Union.
   c. He did not want new states in the West to allow slavery.
   d. He did not want to enlist in the Confederate army.
### CW1.1K – Civil War Pre-Test Key

*Directions: The answers to the pre-test are listed below, along with the specific topic related to each. If students are having trouble with one or more of these topics, it would be a good idea to review prior to moving onto the full Civil War unit. There are also additional resources in Lesson 1 to give students remedial instruction on slavery, regional differences, and the compromises before the war. Lesson 4 has a review of the Declaration of Independence. The last three questions test skills that will be taught in the unit, and no remediation is necessary.*

<table>
<thead>
<tr>
<th>Question #</th>
<th>Topic</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Slavery</td>
<td>T</td>
</tr>
<tr>
<td>2</td>
<td>Declaration of Independence</td>
<td>F</td>
</tr>
<tr>
<td>3</td>
<td>Declaration of Independence</td>
<td>T</td>
</tr>
<tr>
<td>4</td>
<td>Slavery</td>
<td>F</td>
</tr>
<tr>
<td>5</td>
<td>Slavery</td>
<td>F</td>
</tr>
<tr>
<td>6</td>
<td>Regional Differences</td>
<td>T</td>
</tr>
<tr>
<td>7</td>
<td>Regional Differences</td>
<td>F</td>
</tr>
<tr>
<td>8</td>
<td>Slavery / Regional Differences</td>
<td>T</td>
</tr>
<tr>
<td>9</td>
<td>Regional Differences</td>
<td>F</td>
</tr>
<tr>
<td>10</td>
<td>Regional Differences</td>
<td>T</td>
</tr>
<tr>
<td>11</td>
<td>Regional Differences</td>
<td>C</td>
</tr>
<tr>
<td>12</td>
<td>Regional Differences</td>
<td>A</td>
</tr>
<tr>
<td>13</td>
<td>Slavery / Compromises before the War</td>
<td>C</td>
</tr>
<tr>
<td>14</td>
<td>Slavery / Compromises before the War</td>
<td>A</td>
</tr>
<tr>
<td>15</td>
<td>Slavery / Compromises before the War</td>
<td>B</td>
</tr>
<tr>
<td>16</td>
<td>Primary vs. Secondary Sources</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td></td>
<td>P</td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td>S</td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td>S</td>
</tr>
<tr>
<td>d.</td>
<td></td>
<td>P</td>
</tr>
<tr>
<td>17</td>
<td>Central Idea / Interpretation of secondary source</td>
<td>D</td>
</tr>
<tr>
<td>18</td>
<td>Cite evidence from primary source (RH2)</td>
<td>B</td>
</tr>
<tr>
<td>19</td>
<td>Identify perspective or point of view in primary source (RH6)</td>
<td>A</td>
</tr>
</tbody>
</table>
**CW1.2 American Freedom Now and Then (p. 1 of 2)**

*To analyze historical issues, historians use three categories – political, economic, and social. When historians identify and think about the political, economic, and social aspects of a historical question (such as what was American freedom like now and then), they know that they have covered the historical context thoroughly. In the chart below, read the political, economic and social key elements and the examples of freedom. Then fill in the second and third charts.*

### Analyzing Freedom

<table>
<thead>
<tr>
<th>Political</th>
<th>Economic</th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Elements:</strong></td>
<td><strong>Key Elements:</strong></td>
<td><strong>Key Elements:</strong></td>
</tr>
<tr>
<td>power, government, law,</td>
<td>jobs, money, industry,</td>
<td>people, race, class, gender,</td>
</tr>
<tr>
<td>police, army</td>
<td>agriculture, stores,</td>
<td>ethnic groups, immigration,</td>
</tr>
<tr>
<td></td>
<td>ownership of property</td>
<td>marriage, family, religion,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>relationships between people</td>
</tr>
<tr>
<td><strong>Examples of political freedoms:</strong></td>
<td><strong>Examples of economic freedoms:</strong></td>
<td><strong>Examples of social freedoms:</strong></td>
</tr>
<tr>
<td>Right of citizenship</td>
<td>Freedom to own property</td>
<td>Freedom from slavery</td>
</tr>
<tr>
<td>Right to vote</td>
<td>(and no one can take it away</td>
<td>Freedom to travel freely</td>
</tr>
<tr>
<td>Being equal to others</td>
<td>from you)</td>
<td>Freedom to leave one place and</td>
</tr>
<tr>
<td>before the law (police,</td>
<td>Equal opportunity in</td>
<td>move to another place</td>
</tr>
<tr>
<td>judges, courts)</td>
<td>employment</td>
<td>Freedom from discrimination</td>
</tr>
<tr>
<td>Freedom of assembly</td>
<td>Control over personal labor</td>
<td>based on race, color, ethnicity,</td>
</tr>
<tr>
<td>Right to trial by a</td>
<td>and earnings</td>
<td>or gender</td>
</tr>
<tr>
<td>jury</td>
<td></td>
<td>Freedom to marry anyone you</td>
</tr>
<tr>
<td>Freedom from torture</td>
<td></td>
<td>wish</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Right to an education</td>
</tr>
</tbody>
</table>

What does freedom mean to you? Provide some examples of the political, economic, and social freedoms you enjoy.

<table>
<thead>
<tr>
<th>Political</th>
<th>Economic</th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I am 18, I can</td>
<td>I can shop anywhere.</td>
<td>My family and I can move</td>
</tr>
<tr>
<td>legally vote.</td>
<td></td>
<td>freely from place to place.</td>
</tr>
</tbody>
</table>
Think about the different people who lived in the United States in 1860. Whether they were free, slave, black, white, immigrant, Native American, men or women, how was freedom defined and experienced in the 1860 politically, economically, and socially?

<table>
<thead>
<tr>
<th>Political</th>
<th>Economic</th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>White men could vote, but</td>
<td>Freed blacks could only work</td>
<td>Immigrants freely entered the</td>
</tr>
<tr>
<td>slaves, women, and Native</td>
<td>in certain industries for low</td>
<td>United States.</td>
</tr>
<tr>
<td>Americans could not vote.</td>
<td>wages.</td>
<td></td>
</tr>
</tbody>
</table>


The purpose of this activity is to stimulate student thinking about an expanded definition of freedom, which includes political, economic and social dimensions. As answers to question 1 will vary, the key below shows only the answers to question 2. It is not necessary for students to have all of this information, and they may have additional information as well.

<table>
<thead>
<tr>
<th>Political</th>
<th>Economic</th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>• White men could vote, but slaves, women, and Native Americans could not vote.</td>
<td>• Freed blacks could only work in certain industries for low wages.</td>
<td>• Immigrants freely entered the United States.</td>
</tr>
<tr>
<td>• Women could not vote</td>
<td>• Slaves were considered property &amp; couldn't own property</td>
<td>• Slaves could not travel freely, or leave their masters, and slave marriages and families were often broken up through sale</td>
</tr>
<tr>
<td>• Native Americans were not citizens</td>
<td>• Freed blacks and women could only work in certain industries for low wages</td>
<td>• Slaves, freed blacks, Native Americans, immigrants, and women suffered from discrimination</td>
</tr>
<tr>
<td>• Laws did not treat slaves, women and Native Americans equal to white men</td>
<td>• Native Americans lost their property (Trail of Tears)</td>
<td>• All non-slaves had freedom of religion</td>
</tr>
<tr>
<td>• Masters could torture slaves</td>
<td>• Slaves had no control over their personal labor and their masters did not pay them wages</td>
<td>• Women’s ability to travel and move away from their families and husbands was more restricted than it is today</td>
</tr>
<tr>
<td>• Slaves had no right to trial by jury</td>
<td>• White men (native-born and immigrants) could own property (including slaves) &amp; they controlled their personal labor and earnings</td>
<td>• White people and Native Americans had freedom from slavery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Most southern states had laws prohibiting slaves or free blacks from learning to read or write</td>
</tr>
</tbody>
</table>
CW1.3-Freedom Wall for Lesson 1

On the Freedom Wall, you, the teacher, should record what the students have learned about freedom in each of the individual lessons of the Civil War Unit. This page gives you an example of what should be on the wall at the end of Lesson 1. In the following lessons, important points to be added to the wall will be listed at the end of each lesson. By the end of the unit, the Freedom Wall will be a series of butcher-paper posters on the wall containing a summary of all that the students have learned about the unit focus question: Was the Civil War a war for freedom? Students will have a visual reminder of these points to use in their writing at the end of the unit.

| Freedom Wall: Was the Civil War a War for Freedom? |
|----------------------------------------|-------------------------------------|---------------------------------|
| Before the War: American Freedom in 1860 |                                      |                                 |
| **Political**                          | **Economic**                        | **Social**                      |
| • Slaves could not vote               | • Slaves were considered property & couldn't own property | • Slaves could not travel freely, or leave their masters, and slave marriages and families were often broken up through sale |
| • Women could not vote                | • Freed blacks and women could only work in certain industries for low wages | • Slaves, freed blacks, Native Americans, immigrants, and women suffered from discrimination |
| • Native Americans were not citizens  | • Native Americans lost their property (Trail of Tears) | • All non-slaves had freedom of religion |
| • Slaves, women and Native Americans were not equal before the law to white men | • Slaves had no control over their personal labor and their masters did not pay them wages | • Women's ability to travel and move away from their families and husbands was more restricted than it is today |
| • Masters could torture slaves        | • White men (native-born and immigrants) could own property (including slaves) & they controlled their personal labor and earnings | • White people and Native Americans had freedom from slavery |
| • Slaves had no right to trial by jury | • Most southern states had laws prohibiting slaves or free blacks from learning to read or write |                                 |

[The next two rows to be added at the end of Lesson 1]

The most important cause of the Civil War (to most historians) was slavery – the opposite of freedom.

White southerners thought that they were fighting for their freedom. They saw states’ rights as the freedom to own slaves as property, the freedom to live their own way of life with no interference, and the freedom of their state to resist or secede from the union.
CW1.4-America in the 1860s

The United States had 33 states, 7 territories, and the District of Columbia, when the federal government finished the census in 1860. 31,443,321 people lived in the United States, according to the 1860 census. Nearly 4 million of them were slaves.


The Civil War began on April 12, 1861 with the Battle at Fort Sumter in South Carolina. On one side was the Union or the North, made of the Northern states that stayed within the United States. On the other side was the Confederacy or the South, made of the Southern states that seceded from the United States.

Instructions: Label the states (but not territories) on both maps below. Then answer the questions.

United States in 1850

- Free states as of 1850
- Slave states as of 1850
- Territories
- Missouri Compromise Line

CW1.4-America in the 1860s

United States in 1865

- **Union states**
- **Union territories not permitting slavery**
- **Border Union states, permitting slavery**
- **Bleeding Kansas, entered Union**
- **Confederate states**
- **Union territories permitting slavery**

1. What are the red states?
2. What are the navy blue states?
3. What are the yellow states?
4. What are the differences between the two maps?
1. What are the red states? *The slave states in 1850 and the Confederate states in 1865*
2. What are the navy blue states? *The free states in 1850 and the Union states in 1865*
3. What are the yellow states? *The border Union states, permitting slavery*
4. What are the differences between the two maps? *There were more states in the West in 1865. There were more colors on the 1865 map, showing that some slave states chose to stay in the Union.*
CW1.5 – The Civil War’s Greatest Myth

1. What is the greatest myth about the causes of the Civil War?

2. What do some southerners argue were the causes of the Civil War?
   a. ____________ rights
   b. to preserve a separate Southern __________

3. What do most historians today (the historians in the video) say was the cause of the Civil War?

4. List two reasons why historians say that this was the cause of the Civil War.

5. After the war, why did some southerners argue that the war was not about slavery?
CW1.5K – The Civil War’s Greatest Myth Key

1. What is the greatest myth about the causes of the Civil War?

*The greatest myth of the Civil War was that it was not a war about slavery for either side.*

2. What do some southerners argue were the causes of the Civil War?
   a. states’ rights
   b. To preserve separate Southern *culture*

3. What do most historians today (the historians in the video) say was the cause of the Civil War? *Slavery*

4. List two reasons why historians say that this was the cause of the Civil War.

*Slavery was at the core of the issue for both sides of the Civil War.*

*The South fought to preserve a way of life based on slavery; they fought to protect their slave society and interests.*

*All white people in the South had a stake in slavery and benefitted from it.*

5. After the war, why did some southerners argue that the war was not about slavery?

*They wanted an honorable cause or justification for their role in the Civil War.*
In 1860, there were almost 4 million slaves in the southern part of the United States. The agricultural economy of the South depended on slave labor. The South’s most important cash crop, cotton, made cotton growers very wealthy, but required a lot of manual labor. Slaves did that labor. Worth $3 billion, slaves were also the most valuable property in the South. Slavery was the basic social and economic institution of the South. White Southerners’ greatest fear was that the federal government would free the slaves. According to white Southerners, freeing slaves would destroy the South’s economy, culture, and way of life.

Slavery was a major regional difference between the North and the South. Southerners wanted the chance to use slave labor in western territories, while many Northerners wanted to be able to establish farms out West under “free soil and free labor.” They did not want to compete with plantation owners who had the advantage of slave labor. Abolitionists were a small minority in the North, but they tried very hard to convince their fellow Northerners that slavery was morally wrong. Senators and Congressmen from the North and the South argued bitterly over the admission of each new state. Sectional anger and division only grew through the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott court case of 1857. The sectional anger led to violence. In 1859, abolitionist John Brown raided a federal arms supply to encourage slaves in Virginia to rebel.

As northern and southern politicians debated the issue of slavery in the western territories, the feeling of sectionalism grew stronger and stronger. Sectionalism means that the people in each region (or section) have loyalty to the section rather than to the nation. The North had many more people than the South did. If Northerners voted as a section, the North would win every vote in the Congress, and decide who would be President. Because Southerners feared the North’s voting power in the federal government, many Southern politicians argued for strengthening each state’s rights. If the states were more powerful than the federal government, Southerners would be safe from federal laws passed by the Northern majority. If the Congress passed a law that threatened slavery, Southern states claimed the right to secede from the union.

In the election of 1860, almost no Southerners voted for Abraham Lincoln, but the Northern majority elected him President. Even though Lincoln said that he would not interfere with slavery in the South, Southerners did not believe him. Before and after President Lincoln took office on March 4, 1861, 11 Southern states seceded (separated) from the United States in protest: South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, Texas, Virginia, Arkansas, North Carolina, and Tennessee. They formed the Confederate States of America.

The Civil War began on April 12, 1861 with the Battle at Fort Sumter in South Carolina. On one side was the Union or the North, made of the Northern states that stayed within the United States. On the other side were the Confederates or the South, made of the Southern states that seceded from the United States.
**CW1.7-Understanding the 1860 Census**

**Group 1**

**1860 Population:** 31,443,321 people in the U.S.

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Discuss the data on this chart and answer these questions:

1. What stands out or strikes you about this data?

2. What does this data tell us about regional differences between the North and South before the Civil War?

Be prepared to share your answers with the class.
**CW1.7-Understanding the 1860 Census**

**Group 2**

If a state did not have any slaves or slaveholders, it does not appear on this chart. For example, there were no slaves in New York, so New York is not on this chart.

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Discuss the data on this chart and answer these questions:

1. What stands out or strikes you about this data?

2. What does this data tell us about regional differences between the North and South before the Civil War?

Be prepared to share your answers with the class.
CW1.7-Understanding the 1860 Census

Group 3

If a state did not have any slaves or slaveholders, it does not appear on this graph. For example, there were no slaves in New York, so New York is not on this graph.

Discuss the data on this graph and answer these questions:

1. What stands out or strikes you about this data?

2. What does this data tell us about regional differences between the North and South before the Civil War?

Be prepared to share your answers with the class.
Discuss the data on this graph and answer these questions:

1. What stands out or strikes you about this data?

2. What does this data tell us about regional differences between the North and South before the Civil War?

Be prepared to share your answers with the class.
Discussion on the data on this graph and answer these questions:

1. What stands out or strikes you about this data?

2. What does this data tell us about regional differences between the North and South before the Civil War?

Be prepared to share your answers with the class.

Almost all slaves were in the South. Most manufacturing was in the North.
CW1.7-Understanding the 1860 Census

Group 6

Discuss the data on this graph and answer these questions:

1. What stands out or strikes you about this data?

2. What does this data tell us about regional differences between the North and South before the Civil War?

Be prepared to share your answers with the class.

The North’s economy was more based on manufacturing, while the South’s economy was based on agriculture.
CW1.7-Understanding the 1860 Census

Group 7

Cotton Bales (400 pounds per bale)

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<tr>
<td>United States</td>
<td>5,387,052</td>
<td>2,445,793</td>
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Discuss the data on these 2 charts and answer these questions:

1. What stands out or strikes you about this data?

2. What does this data tell us about regional differences between the North and South before the Civil War?

Be prepared to share your answers with the class.

If a state did not grow cotton, it does not appear on the top chart. For example, farmers in New York did not grow cotton, so New York is not on the chart.
CW1.7-Understanding the 1860 Census

Group 8

Manufacturing in 1860: This chart lists the number of factories producing goods in certain industries by regions.

<table>
<thead>
<tr>
<th>Region</th>
<th>Cotton goods</th>
<th>Boots &amp; Shoes</th>
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<tr>
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<td>570</td>
<td>2,439</td>
<td>278</td>
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<td>Total in U.S.</td>
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Middle States = New York, Pennsylvania, New Jersey, Delaware, Maryland

Western States = Ohio, Indiana, Illinois, Utah, Missouri, Kentucky, Michigan, Wisconsin, Minnesota, Iowa, Kansas and Nebraska

Pacific States = California and Oregon

Discuss the data on this graph and answer these questions:

1. What stands out or strikes you about this data?

2. What does this data tell us about regional differences between the North and South before the Civil War?

Be prepared to share your answers with the class.
CW1.7K-Understanding the 1860 Census Key

Group 1

1860 Population: 31,443,321 people in the U.S.

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<td>4,136,175</td>
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Discuss the data on this chart and answer these questions:

1. What stands out or strikes you about this data? *Answers will vary. Students may write that there were more people in the Union than in the states that later seceded, or that the numbers of slaves and free blacks is close to the number of immigrants.*

2. What does this data tell us about regional differences between the North and South before the Civil War? *There were many more people in the North than in the South.*

Be prepared to share your answers with the class.
CW1.7K-Understanding the 1860 Census Key

Group 2

If a state did not have any slaves or slaveholders, it does not appear on this chart. For example, there were no slaves in New York, so New York is not on this chart.

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Discuss the data on this chart and answer these questions:

1. What stands out or strikes you about this data? *Answers will vary. Students may write that Virginia and Georgia had the largest slave populations, or that there were only 2 slaveholders and 2 slaves in Kansas!*

2. What does this data tell us about regional differences between the North and South before the Civil War? *Almost all the slaveholders and slaves lived in the South. Slavery was a major regional difference.*

Be prepared to share your answers with the class.
CW1.7K-Understanding the 1860 Census Key

Group 3

If a state did not have any slaves or slaveholders, it does not appear on this chart. For example, there were no slaves in New York, so New York is not on this chart.

Discuss the data on this graph and answer these questions:

1. What stands out or strikes you about this data? *Answers will vary. Students should notice that most white were non-slaveholders, or that very few people owned slaves.*

2. What does this data tell us about regional differences between the North and South before the Civil War? *Almost all the slaveholders and slaves lived in the South. Slavery was a major regional difference.*

Be prepared to share your answers with the class.
Discuss the data on this graph and answer these questions:

1. What stands out or strikes you about this data? *Answers will vary. Students may note that the largest group was white native-born people, or that the smallest group was free black people.*

2. What does this data tell us about regional differences between the North and South before the Civil War? *In both regions, the majority of people were white native born. But the slaves all lived in the South, and most free blacks and white foreign-born people lived in the North.*

Be prepared to share your answers with the class.
Discuss the data on this graph and answer these questions:

1. What stands out or strikes you about this data? *Answers will vary. Students may note that the most valuable type of property was real estate, and the second most valuable type was slaves.*

2. What does this data tell us about regional differences between the North and South before the Civil War? *Slaves were valued at $3 billion, and they were property only in the South. Slaves were worth more than manufacturing, which was mostly in the North.*

Be prepared to share your answers with the class.
Discuss the data on this graph and answer these questions:

1. What stands out or strikes you about this data? The North’s economy was more based on manufacturing, while the South’s economy was based on agriculture.

2. What does this data tell us about regional differences between the North and South before the Civil War? The Union’s land was more valuable than the Confederacy’s land.

Be prepared to share your answers with the class.
CW1.7K-Understanding the 1860 Census Key

Group 7

Cotton Bales (400 pounds per bale)

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Discuss the data on these 2 charts and answer these questions:

1. What stands out or strikes you about this data?

   *Answers will vary, but students may note that Mississippi and Alabama grew the most cotton, or that the amount of cotton grown doubled between 1850 and 1860.*

2. What does this data tell us about regional differences between the North and South before the Civil War?

   *Cotton was a huge crop for the South, and it wasn’t grown at all in the North.*

If a state did not grow cotton, it does not appear on the top chart. For example, farmers in New York did not grow cotton, so New York is not on the chart.
Manufacturing in 1860 by State: This chart lists the number of factories producing goods in certain industries by regions.

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Middle States = New York, Pennsylvania, New Jersey, Delaware, Maryland

Western States = Ohio, Indiana, Illinois, Utah, Missouri, Kentucky, Michigan, Wisconsin, Minnesota, Iowa, Kansas and Nebraska

Pacific States = California and Oregon

Discuss the data on this graph and answer these questions:

1. What stands out or strikes you about this data? *Answers will vary.* Students may note that the New England states had the most factories for cotton goods, but the Middle States had the largest number of factories in the nation.

2. What does this data tell us about regional differences between the North and South before the Civil War? *Most of the manufacturing was in the North, and there was much less manufacturing in the South.*

Be prepared to share your answers with the class.
Important Points for Students

Go over these points with students. Write them on the board or overhead, and tell students to record them in their notes.

- Population: There were more than twice as many people in the North than in the South. In national elections, there were more Northern voters and they would win.
- Slavery: The Southern states allowed slavery and the North did not allow slavery. Slaves were the second most valuable type of property in the entire United States. Because the North had more voters, the South was worried that the federal government might abolish slavery.
- Agriculture: Although the North had more land than the South, the South’s economy was based on agriculture, especially cotton.
- Manufacturing: Most manufacturing was located in the North, and the South had very little manufacturing.
Regional Differences and Sectionalism

All regions have differences, but often regions do cooperate with each other, if it serves their political interests. For example, a region that was mostly agricultural (like the South in 1860) might exchange its food and agricultural products (like cotton) for manufactured goods from a region that was industrializing (like the North in 1860). However, regional differences sometimes created huge barriers between the people of the different regions, and caused the people of those regions to think that the people of the other region did not share the same interests. Differences between the North and the South grew into sectionalism, a fierce loyalty to one’s region. Under sectionalism, people gave their loyalty to their region and not to the whole country. They defined their own freedom as winning the interests of their region and not being told what to do by people of the other region. They were willing to fight and die to protect the interests of their region.

Competition over the West drove sectionalism. Most Northerners did not care what happened in the South; most Southerners did not care what took place in the North. But, both regions cared deeply about which side was going to control the newly-acquired western territories. For more than thirty years before 1860, there were long and bitter arguments between politicians over admitting an even number of free and slave states from the western territories. Southerners wanted the western territories to include slavery, especially in the southwest where cotton could grow. Most Northerners wanted the territory to remain open only to “free soil and free labor” – by white men, not slaves. The conflict which had been building for decades saw its first bloodshed in the West, in the territory that would become the state of Kansas.

Congress passed the Kansas-Nebraska Act in 1854, which made slavery a matter of popular sovereignty (by vote of the people living in the state.) A number of northerners in favor of “free soil” moved into Kansas to create support for anti-slavery [against slavery] laws. Meanwhile, pro-slavery [for slavery] Missourians crossed the border into Kansas to tip the scales toward support for

slavery. More than once, Missourians illegally voted in Kansas elections for pro-slavery laws and to elect legislators committed to extending slavery. The sides were so divided that they established two different governments within the territory of Kansas, and presented two different state constitutions to the U.S. Congress. Kansans representing both sides of the issue took up weapons, fought, and killed each other on a number of occasions.

John Brown, a fiery abolitionist, moved into Kansas in 1855 and took it upon himself to pay back any violence against anti-slavery residents - practicing “an eye for an eye” revenge for each death committed by a pro-slavery resident. Brown was also responsible for the raid against the armory in Harper’s Ferry, Virginia in 1859, when he armed nearby slaves to fight for their freedom. Violence also took place in Washington, D.C., over the issue of slavery in Kansas. In 1856 Massachusetts Republican Senator Charles Sumner spoke passionately against pro-slavery legislators. In response, a Democratic Congressman from South Carolina, Preston Brooks, entered the Senate Chamber and beat Sumner over the head with his cane, nearly killing him.

The first bloodshed of the Civil War occurred in the West (Kansas). As the population of the North grew larger and larger, and more and more free states were admitted to the union, the Southern states thought they could not defend their sectional interests (especially slavery) in Congress because the North had greater voting power. When the Republican presidential candidate, Abraham Lincoln, won the 1860 election, Southerners were ready to secede to protect their interests.

John Steuart Curry, “Tragic Prelude” (1938-40). The painting depicts “Bleeding Kansas” and foreshadows the Civil War. Since it was painted in the twentieth century, this painting is not a primary source from the Civil War.

Source: http://www.kshs.org/p/kansas-state-capitol-online-tour-tragic-prelude/16595
CW1.8 - Sectionalism in America: North versus South (p. 3 of 3)

1. What is sectionalism?

2. How is sectionalism related to freedom?

3. Why did the two regions fight over the West?

4. Give two examples of the fighting before the Civil War.

5. List five symbols in the “Tragic Prelude” painting, and explain what they mean.

6. The central figure is John Brown. Why does the artist depict him as such a large figure, and why is he standing between the two sides?
7. Why did sectionalism create conflict?

To answer this question, fill out this chart using information from class activities. Determine whether the North and South were either favored (pro) or opposed (con) the issues listed below and why.

<table>
<thead>
<tr>
<th></th>
<th>North</th>
<th>South</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slavery</td>
<td>Pro/Con</td>
<td>Pro/Con</td>
</tr>
<tr>
<td><strong>Economic</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tariffs</td>
<td>Pro/Con</td>
<td></td>
</tr>
<tr>
<td>National Bank</td>
<td></td>
<td>Pro/Con</td>
</tr>
<tr>
<td>Internal</td>
<td>Pro/Con</td>
<td>Pro/Con</td>
</tr>
<tr>
<td>Improvements</td>
<td></td>
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<tr>
<td><strong>Political</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Western</td>
<td>Pro/Con</td>
<td>Pro/Con</td>
</tr>
<tr>
<td>expansion</td>
<td></td>
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</tr>
</tbody>
</table>
CW1.8K-Sectionalism in America: North versus South

1. What is sectionalism?
   *Sectionalism is a fierce loyalty to one's region, rather than to the whole country.*

2. How is sectionalism related to freedom?
   *People defined freedom as winning the interests of their region and not being told what to do by people of the other region. They were willing to fight and die for the interests of their region.*

3. Why did the two regions fight over the West?
   *Both regions wanted to control the western territories. Southerners wanted the new western states to be slave states, and northerners wanted “free soil.”*

4. Give two examples of the fighting before the Civil War.
   *Free soil Northerners and pro-slavery Missourians fought in Kansas.*
   *John Brown led revenge attacks on pro-slavery residents in Kansas.*
   *Congressman Preston Brooks beat Senator Charles Sumner with a cane.*
   *John Brown led an attack on the U.S. arsenal at Harper's Ferry.*

5. List five symbols in the “Tragic Prelude” painting, and explain what they mean.
   *U.S. flag – Union*
   *Confederate flag – Confederacy*
   *Rifle – violence*
   *Bible in J. Brown’s hand – his religious beliefs*
   *Dead soldiers – deaths in the Civil War (blue uniform: Union; tan uniform: Confederacy)*
   *Oxen and wagons – people settling the west*
   *White-haired man – preacher, or an abolitionist*
   *Fire – destruction of property in Kansas*

6. The central figure is John Brown. Why does the artist depict him as such a large figure, and why is he standing between the two sides?
   *The artist depicts him as a large figure to show that John Brown dominated the conflict and made it more serious. He is standing between the two sides because he helped stir up the violence and hatred between the two groups by his revenge attacks.*
7. Why did sectionalism create conflict?

<table>
<thead>
<tr>
<th></th>
<th>North</th>
<th>South</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slavery</td>
<td>Con <strong>Free labor. Many Northern states abolished slavery in the 1780s, because it was not profitable.</strong></td>
<td>Pro <strong>Slavery. With the invention of the cotton gin, the South relied on slave labor more than ever between 1790-1850.</strong></td>
</tr>
<tr>
<td><strong>Economic</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tariffs</td>
<td><strong>Pro</strong> <strong>Protective tariffs would reduce competition with foreign goods.</strong></td>
<td><strong>Con</strong> There was less industry to protect in the South. Tariffs would increase the cost of the goods purchased.</td>
</tr>
<tr>
<td>National Bank</td>
<td><strong>Pro</strong> <strong>Wanted strong banking system to stabilize currency and credit.</strong></td>
<td><strong>Con</strong> Argued national banks were tight with credit. Wanted locally controlled state banks for easier borrowing.</td>
</tr>
<tr>
<td>Internal Improvements</td>
<td><strong>Pro</strong> <strong>Would increase trade.</strong></td>
<td><strong>Con</strong> South traded very little with West and did not see need for transportation projects. Considered such federally funded projects unconstitutional.</td>
</tr>
<tr>
<td><strong>Political</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Western expansion</td>
<td><strong>Pro/Con</strong> Some were opposed to westward migration because it would reduce labor supply for mills and factories. Many favored expansion for white people, but most were against the expansion of slavery to the west.</td>
<td><strong>Pro</strong> Favored cheap land to expand slavery.</td>
</tr>
</tbody>
</table>
CW1.9 – Defining Ideas in Context: States’ Rights (page 1 of 3)

One of the most important concepts in this unit is the noun phrase, “States’ Rights.” Understanding how this term was used in the 1800s requires more than just learning the dictionary definition. It was a fundamental cause of tension between the North and the South.

To get a sense of how this phrase was used and what it meant to both the Union and the Confederacy, and to understand how it relates to the question of freedom during the war, read the following short excerpts that describe related terms. Each of these excerpts follows a common practice in history texts- they define important terms within the text itself, using punctuation marks or phrases, like “known as,” or “called ....” In the examples that follow, the authors have used commas to separate a term from its definition.

Instructions:

1. Highlight or underline the definition for each noun.
2. Speculate (or guess) how that noun might be related to the phrase “states’ rights.”
3. Read the excerpt from the Lincoln-Douglas Debate, which summarizes much of the concept of states’ rights.
4. Finally, create your own definition of states’ rights.

**Concept #1: Federalism**

“Just as the Constitution divides power among the three branches of the federal government, it also divides power between the states and the nation, a division known as federalism.” (p. 155)

How do you think this term is related to the phrase “States’ Rights?”

**Concept #2: Popular Sovereignty**

“For decades, the major parties – the Whigs and the Democrats – had avoided the slavery issue, thus managing to win support in both the North and the South. In 1848, they hoped once again to attract voters from all sides of the slavery debate....

Both Democrats and Whigs addressed the problem by embracing the idea of popular sovereignty, a policy stating that voters in a territory – not Congress – should decide whether or not to allow slavery there. This idea had wide appeal, since it seemed in keeping with the traditions of American democracy.” (p. 326)

How do you think this term is related to the phrase “States’ Rights?”
CW1.7 – Defining Ideas in Context: States’ Rights (page 2 of 3)

**Concept #3: Secede (Verb)**

“... Calhoun did not believe that Clay’s proposal gave the South enough protection. If the North would not submit to the South’s demands, “let the states agree to separate and part in peace. If you are unwilling that we should part in peace, tell us so, and we shall know what to do.” In other words, if the North did not agree, the South would *secede*, or break away, from the Union.” (p. 327)

Note: The act of seceding is known as *secession*.

How do you think this term is related to the phrase “States’ Rights?”

______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________

**Concept #4: Nullification (Noun)**

This episode convinced [John C. Calhoun] that the future of slavery, which he supported, required a stronger defense of states’ rights. Toward that end, he began to champion [argue for] the concept of *nullification*, which meant that states could *nullify*, or void, any federal law deemed [thought to be] unconstitutional. (p. 256)

How do you think this term is related to the phrase “States’ Rights?”

______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________

CW1.9 – Defining Ideas in Context: States’ Rights (page 3 of 3)

Stephen Douglas (in a speech during the Lincoln-Douglas Debate, 1858)

“I repeat that the principle is the right of each State, [and] each Territory, to decide this slavery question for itself, to have slavery or not, as it chooses, and it does not become Mr. Lincoln, or anybody else, to tell the people of Kentucky that they have no consciences, that they are living in a state of iniquity, [sin] and that they are cherishing an institution to their bosoms in violation of the law of God. Better for him to adopt the doctrine of ‘judge not lest ye shall be judged.’“

Defining States’ Rights

Using your work above and the Douglas quote, define the phrase “states’ rights” and explain what it has to do with the division between North and South.

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
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Concept #1: Federalism
“Just as the Constitution divides power among the three branches of the federal government, it also divides power between the states and the nation, a division known as federalism.” (p. 155)

How do you think this term is related to the phrase “States’ Rights?”
*Answers will vary, but the fundamental idea is that states’ rights means more power for the states and less for the nation.*

Concept #2: Popular Sovereignty
“For decades, the major parties – the Whigs and the Democrats – had avoided the slavery issue, thus managing to win support in both the North and the South. In 1848, they hoped once again to attract voters from all sides of the slavery debate....

Both Democrats and Whigs addressed the problem by embracing the idea of popular sovereignty, a policy stating that voters in a territory – not Congress – should decide whether or not to allow slavery there. This idea had wide appeal, since it seemed in keeping with the traditions of American democracy.” (p. 326)

How do you think this term is related to the phrase “States’ Rights?”
*Answers will vary, but the main idea is that the voters in a territory would become voters in a state, and they would have more power than Congress did over the issue of slavery.*

Concept #3: Secede
“...Calhoun did not believe that Clay’s proposal gave the South enough protection. If the North would not submit to the South’s demands, “let the states agree to separate and part in peace. If you are unwilling that we should part in peace, tell us so, and we shall know what to do.” In other words, if the North did not agree, the South would secede, or break away, from the Union.” (p. 327)

How do you think this term is related to the phrase “States’ Rights?”
*Answers will vary. The main idea is that the Southern states would secede to protect their rights. Secession is the ultimate form of states’ rights.*

Concept #4: Nullification
This episode convinced [John C. Calhoun] that the future of slavery, which he supported, required a stronger defense of states’ rights. Toward that end, he began to champion the concept of nullification, which meant that states could nullify, or void, any federal law deemed [judged to be] unconstitutional. (p. 256)

How do you think this term is related to the phrase “States’ Rights?”
*The states would have the right to nullify any federal law that they decided was unconstitutional. They would not have to obey the federal government if they did not want to.*
CW1.9K – Defining Ideas in Context: States’ Rights Key (p. 2 of 2)

Stephen Douglas (Lincoln-Douglas Debate, 1858)

Defining States’ Rights

Using your work above and the Douglas quote, define the phrase “states rights” and explain what it has to do with the division between North and South.

*States’ Rights means that in the constitutional division of powers between the states and the federal government, the states should have the most authority. Those who believed in states’ rights did not believe that the federal government should tell the states that they couldn’t have slavery. According to the idea of states’ rights, each state should have the right to decide about slavery itself. Many people in the South argued for states’ rights and many in the North argued against the idea.*
The 10th Amendment
If the Constitution does not give a power directly to the Federal Government, the power goes to the states.

1791

Alien & Sedition Acts
The Alien Act (law) made it more difficult for immigrants to live in the U.S. The Sedition Act (law) made it a crime for anyone to write or say anything bad or false about the President, Congress, or the government.

1798

The Missouri Compromise
Missouri entered the Union as a slave state & Maine entered the Union as a free state. Slavery was prohibited in any new territories or states formed north of the 36° 30' latitude line.

1820

The Virginia and Kentucky Resolutions
These resolutions stated that the Alien and Sedition Acts (laws) were unconstitutional, so Virginia and Kentucky were not going to follow those laws.

1799

The Hartford Convention
(During the War of 1812)
The British Blockade along the East Coast hurt the New England trading industry. A group of Federalist representatives in Hartford, Connecticut, suggested that the New England states should secede from the Union.

1814

The Tariff of 1832
Congress passed a tariff (tax on imported goods) on iron, textiles, and other manufactured goods that hurt the Southern economy.

1832

Nullification Crisis
South Carolina called a state convention to nullify the tariff. They warned the federal government not to use force to collect the taxes, or they would secede from the Union.

Many Southern leaders feared that if the federal government could pass and enforce this tariff, then they could eventually try to end slavery.

1832
The Compromise of 1850
California joined the Union as a free state. Slavery in all other territories from the Mexican Cession would be decided by Popular Sovereignty.

Dred Scott vs. Sanford Case
The Supreme Court ruled that African Americans, whether free or slave, were not considered citizens, and that the Missouri Compromise was unconstitutional. Even if slaves were moved to a free state, they would still be slaves.

Abraham Lincoln Elected
He and his party, the Republicans, were against the extension of slavery to new states, but did not say that slavery should be abolished in the South.

The Kansas-Nebraska Act
The issue of slavery would be decided by Popular Sovereignty in the Kansas and Nebraska Territories.

Secession
Fearing that Lincoln’s government would abolish slavery, South Carolina was the first state to secede from the Union.

Answer these questions in complete sentences.
1. In the 10th Amendment, how is the power in the United States divided?

2. Which events caused states to threaten to secede from the union?

3. After 1850, what was the biggest states’ rights issue [political problem or question]?

4. What freedom do states’ rights and secession offer?
CW1.10K-Chronology of States’ Rights Timeline Key

Answer these questions in complete sentences.

1. In the 10th Amendment, how is the power in the United States divided? Unless a power is given to the federal government by the constitution, that power belongs to the states.

2. Which events caused states to threaten to secede from the union? The events that caused states to threaten to secede were the British blockade, the Tariff of 1832, and the election of Lincoln.

3. After 1850, what was the biggest states’ rights issue [political problem or question]? The biggest states’ rights issue was whether new states admitted to the union would be free or slave states.

4. What freedom do states’ rights and secession offer? States’ rights and secession offer states the freedom to decide their own policies if they don’t agree with the federal government’s acts.
10th Amendment to the Constitution

(Federal law)

1791
The 10th Amendment

If the Constitution doesn’t give a power directly to the Federal Government, the power is kept by the states.
Alien & Sedition Acts

(Federal laws)

1798
Alien & Sedition Acts

The Alien Act was a law that made it more difficult for immigrants to live in the U.S. The Sedition Act was a law that made it a crime for anyone to write or say anything bad or false about the President, Congress, or the government.
The Virginia and Kentucky Resolutions

Virginia and Kentucky

1799
The Virginia and Kentucky Resolutions
These resolutions stated that the Alien and Sedition Acts were unconstitutional, so Virginia and Kentucky were not going to follow those laws.
The Hartford Convention

Hartford, Connecticut

1814
The Hartford Convention
(During the War of 1812)
The British blockade along east coast hurt the New England trade. A group of Federalist representatives in Hartford, Connecticut, suggested that the New England states should secede from the Union.
The Missouri Compromise

Missouri, Maine, Unsettled Western Lands

1820
The Missouri Compromise

Missouri entered the Union as a slave state & Maine entered the Union as a free state. This kept the number of slave and free states balanced, so that the number of Senators from each side would be balanced. Slavery was prohibited in any new territories or states formed north of the 36° 30’ latitude line.
The Tariff of 1832

(Federal Tax)

1832
The Tariff of 1832

Congress passed a tariff (tax on imported goods) on iron, textiles, and other manufactured goods that hurt the Southern economy.
Nullification Crisis

South Carolina

1832
Nullification Crisis

South Carolina called a state convention to nullify (eliminate or cancel) the tariff. They warned the federal government not to use force to collect the taxes, or they would secede from the Union. Many leaders feared that if the federal government could pass and enforce this tariff, then it could some day make slavery illegal.
The Compromise of 1850

California, Western lands from the Mexican Cession

1850
The Compromise of 1850

California joined the Union as a free state. Slavery in all other land from the Mexican Cession would be decided by popular sovereignty.
The Kansas-Nebraska Act

Kansas and Nebraska Territories

1854
The Kansas-Nebraska Act

The voting residents would decide whether slavery would be allowed in the new states in the Kansas and Nebraska Territories (popular sovereignty.)
Dred Scott vs. Sanford Case

(Supreme Court Decision)

1857
Dred Scott vs. Sanford Case

The Supreme Court ruled that African Americans, whether free or slave, were not considered citizens, and therefore had no right to sue in federal court. Even if slaves were moved to a free state, they would still be slaves. The Court also ruled that the Missouri Compromise was unconstitutional.
Abraham Lincoln
Elected President
1860
Abraham Lincoln Elected President

The Republicans, Lincoln’s party, wanted to stop the spread of slavery to new states in the western territories. Even though Lincoln said he would not interfere with slavery in the South, the Southern states did not believe him.
Secession

South Carolina

1860
Secession

South Carolina was the first state to formally withdraw from the Union. The South Carolina delegates argued that since the states voluntarily agreed to join the Union, they could voluntarily leave the Union by the same process.
Civil War Lesson #2: Secession of the South

Major Topics:
✓ The Election of 1860
✓ Philosophical Justification of Secession
✓ Constitutional Requirements for Secession

Did the South have the Right to Secede from the Union?

This lesson asks students to consider a fundamental question of the Civil War – did the South have the right to secede from the Union? More specifically, students will have the opportunity to compare the arguments presented for secession with the ideals outlined in our foundational documents, the Declaration of Independence and the Constitution.

To support student understanding of these documents, this lesson also provides step-by-step instructions to help students comprehend and analyze the ideas presented. Students will make an interpretation to answer the lesson focus question and support it with evidence from the documents.

Procedures

Step 1: Introduce the Focus Question (Class Time: 30 minutes)

Using the Election of 1860 Map (CW2.1), show students how the sectional division of the Democratic party (between the northern Democrat candidate, Stephen A. Douglas, and the southern Democrat candidate, John C. Breckinridge) and the larger number of voters in the north helped Abraham Lincoln to win the election. The southern states were so angry at Lincoln's election that they began to take steps to secede from the union. South Carolina's legislature called a convention which unanimously adopted an ordinance of secession on December 20, 1860. In this lesson, the students will investigate the question: “Did the South have the right to secede from the Union?” Have students discuss this briefly with their partners, and then share briefly with the class. Post their initial responses on a piece of butcher paper on the wall of the classroom, telling the students that at the end of the lesson they will make an interpretation to answer that question using historical evidence. See Wall Chart: Did the South have the right to secede? (CW2.2-K) for notes. Tell them that they will also be thinking about how secession was related to different definitions of freedom.

Step 2: Review Principles from the Declaration of Independence (Class Time: 40 minutes)

Distribute CW2.3, The Justification for Secession: The Declaration of Independence. Project the excerpt from the Declaration of Independence (Part A). Before you read the excerpt aloud to them, tell students to look for evidence from the Declaration of Independence that the South could use as justification for breaking away from the North. They should highlight evidence they think could provide justification for secession (or evidence that prohibits secession.) In pairs or groups of three, have students discuss what they highlighted and note these points on the butcher paper under the focus question. Next, tell students that they will study key ideas from the document by completing the sentence deconstruction chart in Part B. The purpose of the sentence deconstruction is to help English Learners and those who read below grade level to understand what the difficult text means, and to get all students to look more closely at the language of text. Guide the students through the sentence deconstruction chart box by box, until they understand the method. Use the directions provided in CW2.3 (and if needed, refer to CW2.3K – The Justification for Secession: The Declaration of Independence Key). When students are familiar with the sentence deconstruction method, have them work individually or in pairs to complete the chart and review as a class to make sure that the students understand the document, charting any relevant evidence for or against secession.

Step 3: Review Principles from the Constitution (Class Time: 40 minutes)

Distribute CW2.4, The Justification for Secession: The Constitution. Following the same basic steps you used in Step 2, take students through the excerpt from the Constitution. First, project the excerpt from the Constitution (Part A) on the board. Tell the students that they will now be looking for evidence from the Constitution that the South could use as justification for secession, or evidence that prohibits secession. As you read the excerpt aloud for the class, students should be underlining any words or phrases that they think can either provide
Procedures (continued)

justification for, or prohibit, secession. In pairs or groups of three, have students discuss what they highlighted and note them on the butcher paper under the focus question. Next, tell students that they will study key ideas from the document by completing the sentence deconstruction chart in Part B. As a full class, complete the first couple of rows, using the directions provided (and if needed, refer to CW2.4K – The Justification for Secession: The Constitution Key). For the last few rows, have students work individually or in pairs to complete the chart and review as a class to make sure that the students understand the document, charting any relevant evidence for or against secession.

Step 4: Examining the Ordinances of Secession of South Carolina (Class Time: 40 minutes)

Distribute CW2.5, The Justification for Secession: The Ordinances of Secession of South Carolina. Following the same basic steps you used in Step 2 and 3, take students through the excerpt from South Carolina’s Ordinances of Secession. For this particularly difficult text, you may wish to use CW2.6 - Alternative Literacy Strategy for the Ordinances of Secession, in combination with CW2.5. First, project the excerpt from the Ordinance (Part A) on the board. Tell the students that they will now be looking for the specific argument that the South used to secede from the Union. As you read the excerpt aloud for the class, students should be underlining any words or phrases that they think made the case for secession. In pairs or groups of three, have students discuss what they highlighted and note these points on the butcher paper under the focus question. Next, tell students that they will study key ideas from the document by completing the sentence deconstruction chart in Part B. As a full class, complete the first couple of rows, using the directions provided (and if needed, refer to CW2.5K – The Justification for Secession: The Ordinances of Secession Key). For the last few rows, have students work individually or in pairs to complete the chart and review as a class to make sure that the students understand the document.

Procedures (continued)

Step 5: Evaluating the Argument for Secession (Class Time: 50 minutes)

Return to the lesson focus question: “Did the South have the right to secede from the Union?” Explain to students that they need to make their own interpretation (an opinion based on evidence) to answer this question. They need to take a position and explain why their interpretation is correct. Write on the board the two possible stem interpretations: “The South did not have the right to secede from the Union, because ________” and “The South had the right to secede from the Union, because ________”. Tell students to discuss this question in pairs or groups of three, using their notes, CW2.3, 2.4, and 2.5 as evidence. Circulate as they discuss and pay particular attention to students’ ability to marshal relevant evidence from the first two documents in support of their interpretation. Next, distribute Evaluating the Secession Argument (CW2.7). Have students complete as directed, working individually or in groups of two or three. Have students write answers to questions individually, and evaluate using the Rubric for Secession Argument Writing (CW2.8).

After collecting student papers, ask students how the argument for secession is related to freedom. Ask them what they have learned about the meaning of freedom from this lesson and record their observations on the Freedom Wall. Students should understand that:

- Supporters of secession argued that they had the freedom to secede because the Declaration of Independence said that they could overthrow any government that did not protect their rights.
- Opponents of secession said that it was unconstitutional, but the Constitution does not clearly address the possibility of secession. It does say that Congress has to consent to formation of new states within old states, which some interpreted as giving Congress power over secession.
- Secession is the ultimate form of states’ rights.

Step 6: Assessment (Class Time: 10 minutes)

Distribute Ready to Move On Quiz #1 (CW2.9) to students. The purpose of the quiz is to assess their mastery of Lessons 1 and 2, and gain information to plan further instruction.
The Justification for Secession: The Declaration of Independence (CW 2.3), The Constitution (CW 2.4), and the Ordinances of Secession (CW 2.5 and 2.6)

Each of these excerpts includes a research-based approach designed specifically to improve student reading comprehension of these primary sources. The Additional Literacy Strategy for the Ordinances of Secession (CW2.6) provides extra support for struggling readers.

Evaluating the Secession Argument (CW2.6)

In answering the Evaluating the Secession Argument (CW2.7) questions, English learners and low literacy students may need sentence starters to help frame their answers. Assign these students CW2.7B, a scaffolded paragraph with sentence starters.

Extension: The Case for Secession Debate

If time allows, divide the class into groups of three or four. Divide the groups into two sides: one pro-secession and one anti-secession. Have each group prepare a 2-minute (maximum) presentation for their fellow students to present either a pro- or anti-secession speech to the rest of the class, using their notes and CW2.-2.4. Have the class vote for the most persuasive argument(s) and give the winning team(s) extra credit or another reward.

Short-Track Schedule:

This lesson could be skipped entirely without hurting the students’ ability to write the final essay of the unit. If you want students to examine the constitutional issues of secession, but have little time, you might do only Steps 2, 3 and 5. The writing assignment is quite short.
CW 2.1-Election of 1860 Map

1860 Presidential Election
Percent of Popular Vote

Electoral Vote | Popular Vote
---|---
Abraham Lincoln (Republican) | 180 | 1,866,000
Stephen A. Douglas (Democrat, northern) | 12 | 1,383,000
John C. Breckinridge (Democrat, southern) | 72 | 848,000
John Bell (Constitutional Union) | 39 | 593,000

**CW2.2K – Wall Chart: Did the South have the right to secede?**

**Instructions for teacher:** As you go through steps 2 through 4 of Lesson 2, use this information to fill out the wall chart.

**Focus Question:** Did the South have the right to secede from the Union?

**Initial Responses:** Student answers will vary.

**Evidence:**

<table>
<thead>
<tr>
<th>Name of Primary Source</th>
<th>Evidence Justifying Secession</th>
<th>Evidence Prohibiting Secession</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declaration of Independence</td>
<td>“That whenever any Form of Government becomes destructive of these ends [peoples’ rights to life, liberty &amp; pursuit of happiness] it is the Right of the People to alter or to abolish it, and to institute a new Government”</td>
<td>If the people decide that their government does not protect their rights, they can overthrow it and form a new government (a new nation.)</td>
</tr>
<tr>
<td>Constitution</td>
<td>There is no direct statement that states can’t secede from or leave the union.</td>
<td>Congress (the federal government) forms new states. Congress has to consent to the formation of new states within existing states, or by joining two states or parts of states. If Congress has the right to make states &amp; consent to changes in states, then Congress has the right to decide if a state can secede or not.</td>
</tr>
<tr>
<td>The Ordinances of Secession of South Carolina</td>
<td>Because the people of South Carolina in convention ratified the Constitution and joined the union, they can now repeal the ratification and dissolve the union.</td>
<td></td>
</tr>
</tbody>
</table>
Part A: Excerpt from the Declaration of Independence

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute a new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.
### CW2.3 –Justification for Secession: The Declaration of Independence (continued)

#### Part B: Analyzing the Declaration of Independence

*Directions:* Using the bolded excerpt from the Declaration of Independence, fill in the following sentence deconstruction chart by writing in any words or phrases missing in the middle three columns. After filling in the missing words, answer the questions in the far right hand column. Please note that the first line is written in the passive voice, which means that the person or thing that is doing the action is not specifically mentioned. Because of this, you’ll need to guess who the subject is for the first line, although it is not written in the excerpt.

<table>
<thead>
<tr>
<th>Time Marker or Connector</th>
<th>Historical Actor</th>
<th>Verb or Verb Phrase</th>
<th>What?</th>
<th>Questions or Conclusions – What questions or conclusions can you draw from this information?</th>
</tr>
</thead>
<tbody>
<tr>
<td>That</td>
<td>[the people]</td>
<td>to secure</td>
<td>these rights</td>
<td>What rights are referred to?</td>
</tr>
<tr>
<td></td>
<td>among men</td>
<td>are instituted</td>
<td>governments</td>
<td>How might this sentence be rewritten in active voice? (Please note: The phrase “the consent of the governed” means the approval of the people)</td>
</tr>
<tr>
<td></td>
<td>[the people]</td>
<td>(passive voice)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>[governments]</td>
<td></td>
<td>their just powers</td>
<td></td>
</tr>
<tr>
<td>from</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>That whenever</td>
<td></td>
<td>becomes</td>
<td>destructive of these ends</td>
<td>The phrase “these ends” refers back to an idea mentioned in the previous sentence. What “ends” is the document referring to?</td>
</tr>
</tbody>
</table>

**It is the Right of the People:**

<table>
<thead>
<tr>
<th>Time Marker or Connector</th>
<th>Historical Actor</th>
<th>Verb or Verb Phrase</th>
<th>What?</th>
<th>Questions or Conclusions – What questions or conclusions can you draw from this information?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[the people]</td>
<td>to alter or</td>
<td>it [____________________]</td>
<td>According to this quote, what are the rights of the people?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>abolish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and</td>
<td>[the people]</td>
<td>to institute</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Part B: Analyzing the Declaration of Independence

**Teacher Directions:** We strongly recommend that you do this sentence deconstruction with your students rather than treating it as a worksheet. Have them follow along as you go through the chart box by box. For any difficult words or grammatical constructions, ask them, “What does this mean? Ask them questions about how the pieces of each sentence relate to each other.

<table>
<thead>
<tr>
<th>Time Marker or Connector</th>
<th>Historical Actor</th>
<th>Verb or Verb Phrase</th>
<th>What?</th>
<th>Questions or Conclusions – What questions or conclusions can you draw from this information?</th>
</tr>
</thead>
<tbody>
<tr>
<td>That</td>
<td>[the people]</td>
<td>to secure</td>
<td>these rights</td>
<td>What rights are referred to? <em>life, liberty and the pursuit of happiness</em></td>
</tr>
<tr>
<td></td>
<td>among men</td>
<td>are instituted</td>
<td>governments</td>
<td>How might this sentence be rewritten in active voice? (Please note: The phrase “the consent of the governed” means the approval of the people)</td>
</tr>
<tr>
<td></td>
<td>[governments]</td>
<td>deriving</td>
<td>their just powers</td>
<td><em>The people institute governments. The people consent to give the governments their just powers.</em></td>
</tr>
<tr>
<td></td>
<td>from</td>
<td></td>
<td>the consent of the governed</td>
<td></td>
</tr>
<tr>
<td>That whenever</td>
<td>Any form of government</td>
<td>becomes</td>
<td>destructive of these ends</td>
<td>The phrase “these ends” refers back to an idea mentioned in the previous sentence. What “ends” is the document referring to?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><em>The ends are life, liberty and the pursuit of happiness</em></td>
</tr>
</tbody>
</table>

**It is the Right of the People:**

|                          | [the people]     | to alter or abolish | it [ the government ] | According to this quote, what are the rights of the people? |
|                          |                  |                     |                   | *To change or end their government and to set up a new government* |
|                          | and              | to institute        | a new government | |

---

CW2.3K –Justification for Secession: The Declaration of Independence Key
“New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the Jurisdiction of any other State; nor any State be formed by the Junction of two or more States, or Parts of States, without the Consent of the Legislatures of the States concerned as well as of the Congress. The Congress shall have Power to dispose of and make all needful Rules and Regulations respecting the Territory or other Property belonging to the United States; and nothing in this Constitution shall be so construed as to Prejudice any Claims of the United States, or of any particular State.”
**CW2.4 – Justification for Secession: The Constitution (continued)**

**Part B: Analyzing the Constitution**

Directions: Using the bolded excerpt from the Constitution, fill in the following sentence deconstruction chart by writing in any words or phrases missing in the first four columns. After filling in the missing words, answer the questions in the far right hand column. Please note that the first line is written in the passive voice, which means that the sentence does not follow the subject-verb-object pattern and is instead written in the object-verb-subject order. Because of this, you’ll need to fill in the “By” box to identify the historical actor.

<table>
<thead>
<tr>
<th>Time Marker or Connector</th>
<th>Subject</th>
<th>Verb Phrase (Passive Voice)</th>
<th>By? (Who is the historical actor?)</th>
<th>What? Where?</th>
<th>Questions or Conclusions – What questions or conclusions can you draw from this information?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>New states</td>
<td>may be admitted</td>
<td>by ______________________________</td>
<td>into this union</td>
<td>Rewrite this phrase in active voice using Congress as the subject:</td>
</tr>
<tr>
<td>but</td>
<td>no new state</td>
<td>shall be formed or erected</td>
<td>[by ____________________________]</td>
<td>within the jurisdiction of any other state;</td>
<td>The word “jurisdiction” means the territory or land under control. Given that, what does this phrase prohibit?</td>
</tr>
<tr>
<td>nor</td>
<td>any state</td>
<td>be formed</td>
<td>by the Junction of two or more States, or Parts of States,</td>
<td></td>
<td>The word “Junction” means joining in this context. Given that, what does this phrase prohibit?</td>
</tr>
<tr>
<td>without</td>
<td></td>
<td></td>
<td>[by ____________________________ and ____________________________]</td>
<td>the Consent of the Legislatures of the States concerned as well as of the Congress</td>
<td>Who has to agree to the formation of new states from other states, or parts of states?</td>
</tr>
</tbody>
</table>

Does the Constitution say anything about seceding?
**Teacher directions:** Guide students through this sentence deconstruction box by box, asking them questions to clarify words and sentence structures. The critical piece is that they recognize that it is Congress/the people/legislatures that are doing these actions, rather than “no new state.” The third line contains an action without a human actor, since “by the junction of two or more states” is a nominalization (a historical process encapsulated into one noun). Take this opportunity to discuss with students what junction means, who would be joining the two states, and how history texts often use this format. For the question on the final line, the simple answer is “no,” but lead students in a discussion about inference. Are there any indirect comments on secession? Did the framers of the Constitution intend to allow secession?

<table>
<thead>
<tr>
<th>Time Marker or Connector</th>
<th>Subject</th>
<th>Verb Phrase (Passive Voice)</th>
<th>By? (Who is the historical actor?)</th>
<th>What? Where?</th>
<th>Questions or Conclusions – What questions or conclusions can you draw from this information?</th>
</tr>
</thead>
<tbody>
<tr>
<td>New states</td>
<td>may be admitted</td>
<td>by __________________________</td>
<td>into this union</td>
<td>Rewrite this phrase in active voice using Congress as the subject: Congress admits new states into this union.</td>
<td></td>
</tr>
<tr>
<td>but</td>
<td>no new state</td>
<td>shall be formed or erected</td>
<td>[by <em>state legislatures</em>]</td>
<td>within the jurisdiction of any other state;</td>
<td>The word “jurisdiction” means the territory or land under control. Given that, what does this phrase prohibit? This phrase prohibits the creation of new states from within the borders of an existing state.</td>
</tr>
<tr>
<td>nor</td>
<td>any state</td>
<td>be formed</td>
<td>by the Junction of two or more States, or Parts of States,</td>
<td></td>
<td>The word “Junction” means joining in this context. Given that, what does this phrase prohibit? This phrase prohibits combining two or more existing states in order to make a new state.</td>
</tr>
<tr>
<td>without</td>
<td></td>
<td></td>
<td>[by _legislatures of the States concerned, and ___Congress]</td>
<td>the Consent of the Legislatures of the States concerned as well as of the Congress</td>
<td>Who has to agree to the formation of new states from other states, or parts of states? The state legislatures and Congress have to agree.</td>
</tr>
</tbody>
</table>

**Does the Constitution say anything about seceding?** *Not directly.* Discuss what the Constitution might infer.
CW2.5 – Justification for Secession: The Ordinances of Secession of South Carolina

Part A: Excerpt from the Ordinances of Secession of South Carolina

“We, the people of the State of South Carolina, in convention assembled, do declare and ordain . . . That the ordinance adopted by us in convention on the twenty-third day of May, in the year of our Lord one thousand seven hundred and eighty-eight, whereby the Constitution of the United States of America was ratified, and also all acts . . . are hereby repealed; and that the union now subsisting between South Carolina and other States, under the name of the "United States of America," is hereby dissolved.”

(Charleston, South Carolina, Dec. 20, 1860)
### CW2.5 – Justification for Secession: The Ordinances of Secession of South Carolina (continued)

#### Part B: Analyzing the Ordinances of Secession of South Carolina

*Directions: Using the bolded excerpt from the Ordinances of Secession of South Carolina, fill in the following sentence deconstruction chart by writing in any words or phrases missing in the middle column. After filling in the missing words, answer the questions in the far right hand column.*

<table>
<thead>
<tr>
<th>Time Marker or Connector</th>
<th>Subject of Sentence</th>
<th>Verb or Verb Phrase</th>
<th>By (who is doing the action?)</th>
<th>Questions or Conclusions?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>We, the people of the State of South Carolina, in convention assembled,</td>
<td></td>
<td></td>
<td>What does “in convention assembled” mean?</td>
</tr>
<tr>
<td>that</td>
<td>the ordinance</td>
<td>by us in convention on the twenty-third day of May, in the year of our Lord 1788</td>
<td></td>
<td>Who adopted the ordinance?</td>
</tr>
<tr>
<td>whereby</td>
<td>the Constitution of the United States</td>
<td>[by us in convention]</td>
<td></td>
<td>What does ratified mean?</td>
</tr>
<tr>
<td>(the ordinance) and also all acts</td>
<td>(the ordinance) and also all acts</td>
<td></td>
<td></td>
<td>Who repealed the ordinance and the acts?</td>
</tr>
<tr>
<td>and that</td>
<td>the union, now subsisting between South Carolina and other States, under the name of the “United States of America”</td>
<td></td>
<td></td>
<td>Who dissolved the union?</td>
</tr>
</tbody>
</table>
### CW2.5K – Justification for Secession: The Ordinances of Secession Key

**Teacher Directions:** Point out to students that the ordering of this text is opposite. The lines covering the earlier action (adopted by the state ratifying the Constitution) are typed in a different color to show that they are describing the word “ordinance.” Have students draw arrows from the “do declare and ordain” clause to the two items they ordain.

<table>
<thead>
<tr>
<th>Time Marker or Connector</th>
<th>Subject</th>
<th>Verb Phrase</th>
<th>What?</th>
<th>Questions or Conclusions?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>We, the people of the State of South Carolina, in convention assembled,</td>
<td><em>do declare and ordain</em></td>
<td></td>
<td>What does “in convention assembled” mean?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><em>The voters of South Carolina elected representatives who met in the state assembly to decide this</em></td>
</tr>
<tr>
<td>That</td>
<td>the ordinance</td>
<td><em>adopted</em></td>
<td>by us in convention on the twenty-third day of May, in the year of our Lord 1788</td>
<td>Who adopted the ordinance? <em>The people of South Carolina/the state assembly of South Carolina</em></td>
</tr>
<tr>
<td>whereby</td>
<td>the Constitution of the United States</td>
<td><em>was ratified</em></td>
<td><em>(by us in convention)</em></td>
<td>What does ratified mean? <em>approved; adopted</em></td>
</tr>
<tr>
<td></td>
<td><em>(the ordinance) and also all acts</em></td>
<td><em>are hereby repealed</em></td>
<td></td>
<td>Who repealed the ordinance and the acts? <em>The people of South Carolina/the state assembly of South Carolina</em></td>
</tr>
<tr>
<td>and that</td>
<td>the union, now subsisting between South Carolina and other States, under the name of the “United States of America”</td>
<td><em>is hereby dissolved</em></td>
<td></td>
<td>Who dissolved the union? <em>The people of South Carolina/the state assembly of South Carolina</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>What does dissolved mean? <em>ended; made to disappear</em></td>
</tr>
</tbody>
</table>
CW2.6 – Alternative Literacy Strategy for the Ordinances of Secession of South Carolina (page 1 of 3)

Rationale: Two grammatical structures make this dense legal text especially difficult for students. One is the length of the sentences, and the other is the use of the passive voice. The key points that students should understand are that the “we”, the South Carolina state assembly, is performing all the actions in the ordinance, and that the ordinance of secession is repealing the 1788 ordinance of ratification. We offer two strategies to help students understand this text: the sentence deconstruction activity from CW2.3 and the following literacy strategy. You may wish to do this oral activity first and have student groups do the sentence deconstruction afterwards, or you may combine the two activities by asking students the questions at end of each line on the sentence deconstruction. You may also wish to have your students change the passive voice structures into the active voice.

We, the people of the State of South Carolina, in convention assembled, do declare and ordain, . . . that the ordinance adopted by us in convention on the twenty-third day of May, in the year of our Lord one thousand seven hundred and eighty-eight, whereby the Constitution of the United States of America was ratified, and also all acts . . . are hereby repealed; and that the union now subsisting between South Carolina and other States, under the name of the "United States of America," is hereby dissolved. (Charleston, South Carolina, Dec. 20, 1860)

Instructions: To unpack the text of the Ordinances of Secession, guide students as a whole class through the text, using these questions.

Teacher (T): Look at the first two lines. What is the subject?

   Students (S): We

T: Who’s “we”?

   S: the people of the state of South Carolina

T: Underline the subject. Look at the next phrase, “in convention assembled”. What does that mean? (Or tell them that it means all the people together)

   S: All the people together.

T: This is how laws are made in South Carolina, and in California, by the state assembly. How does the state assembly work, or how does Congress work?
S: the people who can vote elect representatives who meet in the state assembly and vote on laws.

T: What is the verb group? Circle it.

S: do declare and ordain

T: What does ordain mean?

S: order

T: This means that they are making a law, which they call an ordinance (another word for law.) What do they declare and ordain?

S: that

T: Put a box around “that.” This is going to tell us what the law is, so it’s very important. It introduces a new clause, with a new subject. What’s the new subject?

S: the ordinance

T: Underline the subject. A lot of the words after “the ordinance” are also part of the subject: “adopted by us in convention on the 23rd day of May, in the year of our Lord 1788, whereby the Constitution of the U.S. of America was ratified.” Put brackets around all these words, because they’re just part of the subject. These words are describing the subject – it was adopted by us. Who’s us?

S: people of State of South Carolina

T: in convention – What does that mean?

S: by the representatives of the people in the state assembly

T: the next part “on the 23rd of May...that’s when it happened. Then “whereby (by this) the Constitution of the USA was ratified”, which tells us what the ordinance did. It ratified the U.S. Constitution. What does ratified mean?

S: approved, adopted

T: So this was the ordinance the people of South Carolina in convention adopted on May 23, 1788, and it said that they approved the Constitution – so that ordinance is now one of the subjects of this clause. The other subject is “and also all acts” – so underline that. The ordinance and also all acts are what? What’s the verb group?

S: are hereby repealed

T: Circle the verb group. Hereby means by this. What does repeal mean?
S: Take back

T: Who is taking the ordinance and all the acts back?

S: the people of South Carolina

T: Okay. Now let's look at the next phrase: and that.... Put a box around “that.” This “that” is parallel to the one before. It is signaling another part of the ordinance. What’s the subject of the new phrase?

S: the union

T: Underline the subject. Put brackets around “now subsisting between South Carolina and other States, under the name of the “United States of America.” All those words are just describing the subject. “Subsisting” means “made up of,” so it’s the union that is made up of South Carolina and other states, the union that has the name of the USA.” So what is happening to that union?

S: is hereby dissolved.

T: Circle that verb group. What does dissolved mean?

S: ended

T: Who dissolved the union?

S: the people of South Carolina.

T: So, let’s look at the whole ordinance. It says that we, that is the people of the State of South Carolina, in convention assembled – that is, the state assembly of representatives elected by the voters of S. Carolina – do declare and ordain THAT the ordinance –the one that we adopted in 1788, the one that ratified the constitution – and also all acts are hereby repealed. That means that “we” are repealing the ordinance and the acts. AND THAT the union – which union – the one between South Carolina and other States, the one called the U.S. – is hereby dissolved – that means over, done with.
CW2.7– Evaluating the Secession Argument

Directions: Did the Declaration of Independence and the Constitution support the right to secede claimed by the South Carolina Ordinance? Review your notes from CW2.3 and 2.4 to complete the following chart, using specific quotes from the documents as evidence.

<table>
<thead>
<tr>
<th>Document</th>
<th>Supports / Does NOT support Secession (Circle ONE)</th>
<th>Evidence from Document (Be specific)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declaration of Independence</td>
<td>Supports Secession</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does NOT support Secession</td>
<td></td>
</tr>
<tr>
<td>The Constitution</td>
<td>Supports Secession</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does NOT support Secession</td>
<td></td>
</tr>
</tbody>
</table>
Based on the evidence, did the South have the right to secede from the Union? State your interpretation and give evidence from the Declaration of Independence and the Constitution to support your interpretation.

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

Many Southerners claimed that the right to secede was part of the American definition of freedom. Do you agree? Why or Why not? Give at least one piece of evidence to support your interpretation.

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________
CW2.7B - Evaluating the Secession Argument

Based on the evidence, did the South have the right to secede from the Union?

The South (did or did not [circle one]) have the right to secede from the Union, because _______________________
____________________________________________________________________________________________________________________

The Declaration of Independence states that ____________________________________________________
____________________________________________________________________________________________________________________

This evidence means that ____________________________________________________
____________________________________________________________________________________________________________________

(On the other hand or Similarly [circle one]), according to the Constitution, the South (did or did not [circle one]) have the right to secede. The document states ____________________________________________________
____________________________________________________________________________________________________________________

This means that ____________________________________________________
____________________________________________________________________________________________________________________

For these reasons, the South (did or did not [circle one]) have the right to secede from the Union.

Many Southerners claimed that the right to secede was part of the American definition of freedom. Do you agree? Why or Why not?

(I think or I do not think [circle one]) that the right to secede is part of the American definition of freedom, because _______________________
____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________
CW2.7K– Evaluating the Secession Argument

Directions: Did the Declaration of Independence and the Constitution support the argument for secession outlined in the South Carolina Ordinance? Review your notes from CW2.3 and 2.4 to complete the following chart, using specific quotes from the documents as evidence.

<table>
<thead>
<tr>
<th>Document</th>
<th>Supports / Does NOT support Secession (Circle ONE)</th>
<th>Evidence from Document (Be specific)</th>
</tr>
</thead>
</table>
| Declaration of Independence  | Supports Secession                                  | 1. *It says that the people institute the government and the power of the government comes from the peoples’ consent.*  
2. *If the government destroys the peoples’ rights to life, liberty and the pursuit of happiness, they have the right to change or abolish it, and to institute a new government.* |
|                              | Does NOT support Secession                          |                                                                                                       |
| The U.S. Constitution        | Supports Secession                                  | *Depending on the interpretation, the constitution could either support or not support secession.*      |
|                              | Does NOT support Secession                          | *To support secession, the Constitution does not say that states cannot drop out of the union.*        |
|                              |                                                     | *On the side of not supporting secession, the Constitution says that Congress creates new states and must consent to the formation of a new state within the jurisdiction of any other states, or by the junction of two or more states, or parts of states.* |
### CW2.8 – Evaluating the Secession Argument

#### Rubric for Secession Argument Writing

<table>
<thead>
<tr>
<th>Category</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpretation (for secession question)</strong></td>
<td>There is no interpretation.</td>
<td>The interpretation is not accurate or it is unclear.</td>
<td>The interpretation is accurate and clear.</td>
<td>The interpretation is thoughtful, argumentative, and precise.</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>Evidence is missing or comes from only one document.</td>
<td>Uses evidence from both documents but it does not support the interpretation, or it is not stated clearly.</td>
<td>Evidence is clear and supports interpretation, but is copied directly from the text.</td>
<td>Evidence is paraphrased accurately and clearly with brief direct quotations.</td>
</tr>
<tr>
<td><strong>Citation of Evidence</strong></td>
<td>Neither source document is named.</td>
<td>Only one of the two source documents is named.</td>
<td>Both source documents are named, but the citation is formulaic or awkwardly stated.</td>
<td>The citations are expressed smoothly.</td>
</tr>
<tr>
<td><strong>Analysis of Evidence</strong></td>
<td>There is no analysis of evidence.</td>
<td>Analysis is present but illogical, irrelevant, or unclear.</td>
<td>Analysis is logical and relevant, but stated awkwardly.</td>
<td>Analysis is insightful and expressed smoothly.</td>
</tr>
<tr>
<td><strong>Interpretation (for definition of freedom question)</strong></td>
<td>There is no interpretation.</td>
<td>The interpretation is a statement rather than an argument.</td>
<td>The interpretation is argumentative but unclear or contradictory.</td>
<td>The interpretation makes a clear and thoughtful argument.</td>
</tr>
</tbody>
</table>
CW2.9 - Ready to Move on Quiz #1

1. What do most historians today say was the cause of the Civil War?
   a. states’ rights  
   b. slavery  
   c. regional differences  
   d. western expansion

2. The biggest question of states’ rights before the Civil War was:
   a. Whether new states joining the union would be free or slave  
   b. Whether the federal government could enforce tariffs  
   c. Whether laws of the federal government were unconstitutional  
   d. Whether secession was legal

3. The Declaration of Independence states: “That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it. . . .” In the debate over secession, who used this phrase as support for their position?
   a. Southern states who wanted to preserve the union  
   b. Northern states who wanted to preserve the union  
   c. Southern states who wanted to secede  
   d. Northern states who wanted to secede

4. Why was one Congressman attacking another?
   a. The northern senator spoke in favor of western expansion.  
   b. The southern representative spoke against tariffs to protect industry.  
   c. The northern senator insulted the southern senator’s mother.  
   d. The northern senator spoke against slavery.

5. This drawing gives evidence to support which interpretation?
   a. By 1856, sectionalism was so strong that war was likely to break out.  
   b. In 1856, senators believed that fighting in the Senate chamber was acceptable behavior.  
   c. By 1856, there was little conflict over whether the western lands would become slave or free states.  
   d. In 1856, arguments over tariffs and spending for railroads were the most important regional differences.
**CW2.9K – Ready-to-Move-On Quiz #1 Key**

Directions: The answers are listed below, along with the specific topic related to each. If students are having troubles with one or more of these topics, it would be a good idea to review prior to moving onto Lesson 3.

<table>
<thead>
<tr>
<th>Question #</th>
<th>Topic</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Slavery</td>
<td>b</td>
</tr>
<tr>
<td>2</td>
<td>States’ Rights</td>
<td>a</td>
</tr>
<tr>
<td>3</td>
<td>Secession</td>
<td>c</td>
</tr>
<tr>
<td>4</td>
<td>Sectionalism / Interpretation</td>
<td>d</td>
</tr>
<tr>
<td>5</td>
<td>Sectionalism / Interpretation and Evidence</td>
<td>a</td>
</tr>
</tbody>
</table>
Civil War Lesson #3: Strategies and Battles

Major Topics:
- Advantages of the Confederacy and the Union
- Military Strategies
- Selected Battles: Fort Sumter, First Battle of Bull Run, Monitor vs. Merrimack, Fort Donelson, Shenandoah, Shiloh, Antietam, Vicksburg, Fort Wagner, Gettysburg, Sherman’s March to the Sea, and Appomattox

Why did the North Win?

The third lesson asks students to consider the impact of individual sacrifice, regional geography, military leadership and tactics, and national resources on the eventual outcome of the Civil War. More specifically, students are asked to consider twelve battles that were especially important in shaping the course of the war. They will gather information on each battle, and based on its importance, will evaluate whether it was a turning point in the war.

This lesson includes a number of activities designed to improve student reading comprehension, vocabulary development, and expository writing ability. For example, students are taught how a text is structured by comparison and contrast, as they compare and contrast the advantages of the north and the south. In their study of Confederate military strategy, students gain practice in understanding unfamiliar vocabulary in context. The concluding activity helps students understand how to marshal evidence to support an interpretation.
Procedures

Step 1: Introduce the Focus Question (Class Time: 10 minutes)

Ask students to consider the focus question, “Why Did the North Win?” Ask them to turn to a neighbor to discuss this question and come up with one or more reasons why they believe that the North won the Civil War. Write several of their reasons on the board and tell students that they will return to this question again and again throughout the course of this lesson. That their task is to develop their own answers, based upon the evidence that they will examine over the next few days. Let students know that there is not one single answer to this question and that they will need to consider a number of factors in making their interpretation, including military leadership and strategy, resources, battlefield geography, and the sacrifices of soldiers and civilians on both sides of the dispute.

Step 2: Advantages of the Confederacy and the Union (Class Time: 45 minutes)

Distribute copies of Advantages of the Confederacy and the Union (CW3.1), which guides students through a textbook passage organization strategy for comparison and contrast. Explain to students that before we begin to examine the individual battles of the war, we need to consider each side's advantages, factors that impacted the outcome of the war. This secondary text includes a number of comparisons that, if not carefully considered, pose a challenge to student comprehension. Following the model provided in the first paragraph, have students work individually or in pairs to complete the rest of the chart and related questions. Before moving forward to Step 3, compare student answers to the Advantages of the Confederacy and the Union Key (CW3.1K.) It is important that students understand the comparisons, as well as the significance of these advantages and challenges, before moving on. Have students return again to the lesson focus question and ask if they want to add or edit any of their answers they posted in Step 1. Record any additional responses.

Step 3: Union Strategy: The Anaconda Plan (Class Time: 25 minutes)

Project and distribute The Primary Source Toolbox: Scott’s Great Snake (CW3.2). In pairs or groups of three, have students examine the document on their own and answer the questions provided. Then ask for volunteers or select students to share their answers with the class. Finally, ask each group to speculate as to the advantages and disadvantages of this strategy. Answers may vary, but students will hopefully guess that this map shows Union general Winfield Scott hoped to encircle the Confederacy in order to win the war. Explain to students that this map is meant to represent the Anaconda Plan, in which the Union hoped to surround, or choke, the South by 1) blockading southern ports, which would limit trade and thus income for the Confederacy, and 2), driving its forces south along the Mississippi River, which would split the Confederacy in two. This two-pronged approach was called the Anaconda Plan, because, as its supporters argued, it would squeeze the south like a snake encircles its prey.
Procedures (continued)

Step 4: Confederate Strategy: Offensive-Defensive (Class Time: 45 minutes)

Distribute The Confederate Strategy: Offensive-Defensive (CW3.3). Tell students that now we have a sense of the Union strategy at the beginning of the war, we need to understand the military plans of the South. Read the short excerpt from James McPherson’s Battle Cry of Freedom aloud, highlighting the phrase “offensive-defensive.” Next, have students reread the excerpt on their own (or in pairs). Finally, have students deconstruct the definition by answering the questions that follow. Circulate around the room to make sure students understand the text and can complete the assignment. (Refer to The Confederate Strategy: Offensive-Defensive Key [CW3.3-K] as needed). Ask each group to speculate about the advantages and disadvantages of this strategy. The strategy did provide initial advantages to the Confederacy because defense requires fewer resources since the troops did not have to travel. The troops were also dedicated to the fight to protect their communities. However, in the long run this strategy led to the decimation of southern territory, and sometimes the Confederate army wasn’t able to take advantage of Union weaknesses. Finally, have students draw their own political cartoons to represent the offensive-defensive strategy and have them share these cartoons with their neighbors.

Step 5: Making an Interpretation: Which strategy would be most effective? (Class Time: 15 minutes)

Using their notes from CW3.2 and 3.3, ask students to discuss the following: Compare the military strategies employed by the Union and the Confederacy at the beginning of the Civil War. What strategy will be the most effective? Why? Answers will vary, but should include evidence gleaned from CW3.2 and CW3.3 to support their argument.

Step 6: Battle Stations (Class Time: 45 minutes)

Arrange stations around the classroom with full-size copies of the written and visual primary sources in Civil War Battle Stations (CW3.4), and divide students into pairs or groups of three. Tell students that they will be investigating individual battles in order to understand how the advantages and strategies of the Confederate and Union armies impacted the outcome of the war. They should seek evidence to form an interpretation on the lesson's guiding question: Why did the North win? Have students circulate around the stations and answer the questions on the Civil War Battles Evidence Collection Sheet (CW3.5). Have different members of the group record the answers at each station. Refer to the Civil War Battles Evidence Collection Sheet Key (CW3.5K) to make sure that students understand both the literal aspects of the source for each source, and its overall significance before moving on. After students finish, ask them to discuss with one or more partners their initial answers to the question: Why did the North win? Chart their answers on butcher paper at the front of the room.
Procedures (continued)

Step 7: Historical Contingency (Class Time: 15 minutes)

A study of Civil War battles reminds us of the importance of historical contingency – which, put simply, means that historical events are not predetermined. The course of history can change with a single decision, accident, or event. The battles that students reviewed in the Battle Station exercise provide an opportunity to explain this important concept and engage students in a “what if” discussion. For example, what if AP Hill’s division had not heard of a supply of shoes at Gettysburg? Without that errand, one could argue that the armies would have met on more equal terms and that the Union would not, at that point, have had the upper hand. Another Gettysburg example is Lee’s stubborn decision to attack on the open ground, despite Longstreet’s reluctance and Lee’s own keen judgment of military tactics. Before moving onto the final interpretation activity in this lesson, take the time to a) explain the concept of historical contingency and b) ask your students to point out the individual moments, sometimes deliberate, sometimes by chance, that impacted the course of the war. Should they need help finding these examples, encourage them, in particular, to review the following partial list: the consistent reluctance of General McClellan to fight, the examples of Gettysburg listed above (as well as Meade’s decision not to pursue the Confederates in retreat), the decision of the Confederacy to attack Fort Sumter and the fact that Confederate forces did not pursue Union troops as they fled across Bull Run back to Washington.

Step 8: Making an Interpretation: Why did the North Win? (Class Time: 50 minutes)

Distribute Making an Interpretation: Why did the North Win? (CW3.6) Tell students that they will need to review their notes from CW3.1, CW3.2, CW3.3, CW3.4, and 3.5 in order to answer the focus question. To prepare to write this interpretation, ask students to work in pairs or groups of three to organize their notes into reasons and evidence. Circulate around the room as students complete Part A in CW3.6, (referring to CW3.6K – Making an Interpretation: Why did the North Win? Key as needed). Once students have completed this summary activity, ask them to write their interpretation as directed in Part B of CW3.6.

Ask students if this lesson has given them any ideas or evidence about the unit focus question, “Was the Civil War a war for freedom?” Record their answers on the Freedom Wall. Make sure that they understand:

- The Civil War was very long, many soldiers died, and more were wounded. The war had a very heavy cost in human lives.
- As the war went on, people’s ideas about freedom probably changed. As some got tired of the war and wanted it to end, they were not as angry about sectional differences. Others became even more angry at the enemy after their friends died.
- After seeing the 54th Massachusetts black regiment fight at Fort Wagner, many white northerners gained respect for black soldiers and came to support abolition of slavery, and freedom and citizenship for black people.
Modifications

Advantages of the Confederacy and the Union (CW3.1)
CW6.1 is specifically designed to clarify the comparisons embedded in this relatively brief secondary source. By unpacking the text using the compare and contrast charts, students can improve their comprehension, and consider the advantages of both the Confederacy and the Union prior to the start of the war.

The Confederate Strategy: Offensive-Defensive (CW3.3)
CW6.3 provides students with a strategy that both defines a term that is not immediately obvious (offensive-defensive) and teaches an approach for students to use when confronted with unfamiliar terms in the future. Specifically, students are taught how reference devices (the term “this”) can be used to avoid repetition and serve as a marker of the term’s definition. In addition, the activity highlights a number of words that may pose a challenge to students and inhibit their understanding of the most important concept, the Confederate strategy.

Short-Track Schedule:
If time is very short, follow this schedule for a 50- to 80-minute lesson:
Step 1: Introduce the focus question, but skip having them discuss.
Step 2: Have students do the reading and the passage organization chart, but do not have them write the paragraph.
Step 3: Do all.
Step 4: Explain the Confederate offensive-defensive strategy to students rather than having them read the passage.
Step 5, 6, 7 and 8: Skip. Ask students why the North won, record their responses on the board, and have students copy the list into their notes.

If you can devote one additional class period, set up battle stations CW3.4.3 (Monitor vs. C.S.S. Virginia/Merrimack); 3.4.7 (Antietam); 3.4.8 (Gettysburg); 3.4.9 (Vicksburg) and 3.4.11 (Sherman’s March to the Sea.) Divide students into pairs and assign each pair to begin with a certain station (in order to ensure coverage.) Then tell students that they have 30 minutes to complete at least two stations and prepare to present their answers to the class. Use the remaining class time to review the battles.
Read the following two paragraphs carefully in order to identify the advantages of both the Union (the North) and the Confederacy (the South.)

These paragraphs are written in a compare/contrast style, which you can usually identify when you see signal words that tell you the next few words show a comparison or contrast. Words or phrases like “all the same,” “although”, “besides,” “as well,” “while,” “both,” “neither,” “compared to,” or “however,” are often used as signal words in this type of writing. In addition, the word “only” is often used as a signal, highlighting how one side is different from the other.

As you’re reading, underline words that might serve as signal terms in these two paragraphs. Then, fill in the following chart in order to provide specific details about the advantages of the Union (the North) and the Confederacy (the South.)

“Numbers tell an important story about the Civil War. Consider the North’s advantages. It could draw soldiers and workers from a population of 22 million, compared with the South’s 5.5 million. One of its greatest advantages was its network of roads, canals, and railroads. Some 22,000 miles of railroad track could move soldiers and supplies throughout the North. The South had only about 9,000 miles of track. . . .

The Confederacy had advantages as well. With its strong military tradition, the South put many brilliant officers into battle. Southern farms provided food for its armies. The South’s best advantage, however, was strategic. It needed only to defend itself until the North grew tired of fighting. Southern soldiers fought mostly on their home soil, while the North had to occupy [move in and control] large areas of enemy territory.”

### CW3.1 – Advantages of the Confederacy and the Union (page 2 of 3)

**Advantages of the Union and Confederacy Comparison Chart**

<table>
<thead>
<tr>
<th>Categories</th>
<th>Advantages of the Union (the North)</th>
<th>Advantages of the Confederacy (the South)</th>
<th>Who has the greater advantage? Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>It (the North) could draw soldiers and workers from a population of ________________________________</td>
<td>compared with _____________________________________________________________________</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>_______________________________________________________________________________</td>
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<tr>
<td></td>
<td></td>
<td>_______________________________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td>The South had only about 9,000 miles of track . . .</td>
<td></td>
</tr>
<tr>
<td></td>
<td>_______________________________________________________________________________</td>
<td></td>
<td></td>
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<td>_______________________________________________________________________________</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>_______________________________________________________________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Military</td>
<td>With its strong military tradition, __________________________________________________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>_______________________________________________________________________________</td>
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<td></td>
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<tr>
<td></td>
<td>_______________________________________________________________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td>Southern farms ________________________________________________________________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>_______________________________________________________________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategic</td>
<td>while the North ________________________________________________________________________________</td>
<td>It [the South] needed only __________________________________________________________________</td>
<td></td>
</tr>
<tr>
<td></td>
<td>_______________________________________________________________________________</td>
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<td>_______________________________________________________________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>_______________________________________________________________________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The table is incomplete and requires filling in the blanks to compare the advantages of the Union (the North) and the Confederacy (the South).
Making an Interpretation: Which Side Had a Greater Advantage in 1861?

Directions: Review your completed “Advantages of the North and the South Chart,” which compares the resources of each side at the beginning of the war. Using the information from this chart as evidence to support your argument, write a one-paragraph essay that answers the question, “Which Side Had a Greater Advantage in 1861?”

______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
Read the following two paragraphs carefully in order to identify the advantages of both the Union (the North) and the Confederacy (the South).

These paragraphs are written in a compare / contrast style, which you can usually identify when you see signal words that tell you the next few words show a comparison or contrast. Words or phrases like “all the same,” “although,” “besides,” “as well,” “while,” “both,” “neither,” “compared to,” or “however,” are often used as signal words in this type of writing. In addition, the word “only” is often used as a signal, highlighting how one side is different from the other.

As you’re reading, underline words that might serve as signal terms in these two paragraphs. Then, fill in the following chart in order to provide specific details regarding the advantages of the Union (the North) and the Confederacy (the South).

“Numbers tell an important story about the Civil War. Consider the North’s advantages. It could draw soldiers and workers from a population of 22 million, compared with the South’s 5.5 million. One of its greatest advantages was its network of roads, canals, and railroads. Some 22,000 miles of railroad track cold move soldiers and supplies throughout the North. The South had only about 9,000 miles of track. . . .

The Confederacy had advantages as well. With its strong military tradition, the South put many brilliant officers into battle. Southern farms provided food for its armies. The South’s best advantage, however, was strategic. It needed only to defend itself until the North grew tired of fighting. Southern soldiers fought mostly on their home soil, while the North had to occupy large areas of enemy territory.”

## CW3.1K – Advantages of the Confederacy and the Union Key (page 2 of 3)

Advantages of the North and the South Comparison Chart

<table>
<thead>
<tr>
<th>Categories</th>
<th>Advantages of the North</th>
<th>Advantages of the South</th>
<th>Who has the greater advantage? Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>It (the North) could draw soldiers and workers from a population of <strong>22 million</strong> compared with the South’s <strong>5.5 million</strong>.</td>
<td><strong>The North had the greater advantage because this enabled them to have more soldiers and at home, workers supporting the war effort.</strong></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>Some 22,000 miles of railroad track could move soldiers and supplies throughout the North.</td>
<td>The South had only about 9,000 miles of track. . . .</td>
<td><strong>The North had the greater advantage because railroads were needed to supply the troops as this was the fastest type of transportation at the time.</strong></td>
</tr>
<tr>
<td>Military</td>
<td>With its strong military tradition, the South put many brilliant officers into battle.</td>
<td><strong>The South had the greater advantage because their military leadership was more consistent and talented.</strong></td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td>Southern farms provided food for its armies.</td>
<td>Since most of the fighting took place in the South, Southern soldiers could get their food from local farms, while the Northern soldiers ate food brought in by railroad from Northern farms.</td>
<td></td>
</tr>
<tr>
<td>Strategic</td>
<td>while the North had to occupy large areas of enemy territory.</td>
<td>It [the South] needed only to defend itself until the North grew tired of fighting. Southern soldiers fought mostly on their home soil.</td>
<td><strong>The South had an advantage since their soldiers were likely more motivated to defend their homes and the local population was friendly.</strong></td>
</tr>
</tbody>
</table>
Making an Interpretation: Which Side Had a Greater Advantage in 1861?

**Directions:** Review your completed “Advantages of the North and the South Chart,” which compares the resources of each side at the beginning of the war. Using the information from this chart as evidence to support your argument, write a one-paragraph essay that answers the question, “Which Side Had a Greater Advantage in 1861?”

Answers will vary, but should include specific reference to the evidence detailed in the Advantages Chart. The South’s advantages included strong military leadership, the ability of southern farms to provide food for Confederate armies, the motivation of and local support for Confederate troops defending their home soil. The North’s advantages included its larger population from which it could recruit additional troops (and industry to support the war effort) and its relatively extensive network of railways, which could supply the troops fighting away from their own home soil.
1. What **strikes** you in reading this document? What sorts of things **grab** your attention?
   
   **Make two or more observations.**

2. What **puzzles** you? What don’t you get? What do we need to talk about & to try to figure out?
   
   **Ask two or more questions.**

3. What **patterns** do you see? How does this source relate to other sources from this time?
   
   **Identify at least one pattern.**

4. What **connections** do you see? Does this source remind you of a source or issue from **modern times**?
   
   **Note one or more connections.**
CW3.3 – The Confederate Strategy: Offensive-Defensive

Directions: The Confederate military strategy during the Civil War has often been described as an “offensive-defensive” strategy. The following excerpt from James McPherson’s Battle Cry of Freedom: The Civil War Era defines this term and gives specific battles in the war that provide examples of this strategy. Read the following paragraph and answer the questions that follow on a separate piece of paper in order to be able to explain this strategy in your own words.

“The Confederates eventually synthesized [combined] these various strands of strategic theory [ideas] and political reality into what Davis called an “offensive-defensive” strategy. This consisted of defending the Confederate homeland by using interior lines of communication . . . to concentrate dispersed forces against an invading army and, if opportunity offered, to go over to the offensive, even to the extent of invading the North. . . . [I]t emerged [came out or began] from a series of major campaigns in the Virginia-Maryland and Tennessee-Kentucky theaters [area of warfare] during 1862, and culminated [finished] at Gettysburg in 1863.”


1. As what part of speech is McPherson using the phrase “offensive-defensive”? (Circle one: noun / adjective / verb)
2. Highlight or underline any terms or phrases that you think help define the term “offensive-defensive.”
3. The first word of the second sentence, “this,” refers back to the term “offensive-defensive” in the first sentence. In other words, instead of repeating the phrase “offensive-defensive,” the author chose to substitute “this” for the longer phrase in the second sentence. How then, does the author specifically define “offensive-defensive?” (Circle the correct phrase).
4. In the second sentence, the author refers to “interior lines of communication...to concentrate dispersed forces.” Define the words interior, communication, concentrate, and dispersed, and then rewrite the phrase in your own words.
5. In the last sentence “[I]t emerged . . . in 1863,” the author refers to a series of battles in the war. Explain what these battles might have to do with the term “offensive-defensive?”
6. Explain the Confederate “offensive-defensive” strategy in your own words.
The Confederates eventually synthesized these various strands of strategic theory and political reality into what Davis called an “offensive-defensive” strategy. This consisted of defending the Confederate homeland by using interior lines of communication... to concentrate dispersed forces against an invading army and, if opportunity offered, to go over to the offensive, even to the extent of invading the North....it emerged from a series of major campaigns in the Virginia-Maryland and Tennessee-Kentucky theaters during 1862, and culminated at Gettysburg in 1863.”


1. adjective
2. See above.
3. See above.
4. Interior: internal, inside; Communication: process of exchanging information; Concentrate: to pull together; Dispersed: spread apart.
5. Answers will vary, but should include the sense that these battles were examples of the offensive-defensive strategy.
6. Answers will vary, but should include the sense that offensive-defensive strategy meant that the Confederacy would focus on defending its own territory, except when the opportunity presented itself to attack Union territory.
Fort Sumter (April 12, 1861)

Fort Sumter was a federal fort in Charleston Harbor, South Carolina, that needed additional supplies in April of 1861. This fort was important because it was one of two Union-controlled forts in southern territory. President Lincoln was faced with a difficult choice in April 1861. Sending a gunship to resupply the fort could be seen as an attack against the Confederacy. Not resupplying the fort could likely demonstrate weakness in the face of a rebellious south.

Lincoln decided to resupply the fort, and before his ship could get there, the Confederacy attacked. Thirty-three hours later, the fort fell to Confederate forces.

At Fort Sumter, the Confederacy was the aggressor. As a result of the South’s attack, thousands of northerners joined the Union army. Lincoln initially asked for 75,000 troops. By 1862, more than 700,000 men had signed up to fight.

Early in the war, President Lincoln called for an attack on western Virginia. He believed that an attack at Manassas, so close to Richmond, would discourage secessionists and severely hurt the Confederate ability to fight.

In July 1861, Union General Irwin McDowell led 35,000 troops out of Washington, DC. Irwin divided his troops into two parts: 15,000 were sent to fight 11,000 Confederate troops at Harper’s Ferry, leaving 20,000 Union troops to attack 20,000 Confederate troops at Manassas. This would have been a good plan if McDowell’s troops were experienced, but they weren’t.

The Confederate commander at Manassas was P.T. Beauregard, who had gained fame from his leadership at Fort Sumter. Beauregard had two important advantages at Manassas. First, his spies in Washington learned that McDowell was preparing to attack. Second, McDowell’s inexperienced troops moved slowly in their attack, giving Beauregard significant time to prepare.

Early in the fight, Union troops pushed the South back. These initial victories were cheered on by hundreds of spectators who had travelled to Manassas from Washington. These spectators included reporters and members of the government, as well as average citizens.

As the battle wore on, however, the Confederacy turned the tide. Later the Confederate General Thomas J. Jackson became known as “Stonewall Jackson,” because his men believed he stood “like a stone wall” at the head of his troops in the face of Union attack.

During a critical moment in the fighting, two Union artillery batteries suddenly stopped firing. The batteries mistakenly believed that a regiment dressed in blue uniforms was a Union reinforcement regiment. Stonewall Jackson’s Virginians took advantage of this confusion and ordered a counterattack. This counterattack was the
CW3.4.2 – Civil War Battle Stations (continued)

Bull Run / Manassas (July, 1861)

first time Union troops reported hearing an eerie scream coming from the Confederate line. This scream later became known as the "rebel yell."

Union troops began to retreat and as panic set in, fled back across the Bull Run River towards Washington. Mysteriously, the Confederate troops did not follow and allowed many to fight another day.

The Battle of Bull Run, as the North called it, or Manassas, as the South called it,* was a major victory for the Confederacy, as it kept the Union from going after Richmond, the capital of the Confederacy, for close to a year. It was also a psychological victory for the South, as it inspired their confidence and made clear to the Union that victory over the Confederacy would neither be quick or easy.

*The Union often named their battles after nearby rivers. The Confederacy often named their battles after nearby towns or major roads.
Before the Civil War, warships were made of wood, which bombs could split and fires could easily destroy. In June 1861, the Secretary of the Confederate Navy, Stephen D. Mallory (a former US Senator from Florida who had built the Confederate Navy from scratch [nothing]), authorized [ordered] the rebuilding of a damaged Union ship, the U.S.S. Merrimack. Renamed the C.S.S. Virginia, the first ironclad ship in the Confederate fleet was covered in two inches of metal and featured [had] ten guns and an iron ram at its prow [front].

The Union Navy was also experimenting with ironclad ships. The first ironclad ship in the Union fleet was the U.S.S. Monitor, which was launched in January of 1862. The Monitor’s innovative [new] design included a flat deck, more than four inches of armor covering its propeller, the anchor, and all important machinery. The Monitor also had a revolving turret, or structure, mounted on its deck that housed [had inside] two eleven-inch guns, all covered in in eight inches of armor.

By April of 1862, all Confederate ports were in the hands of Union troops, with the exception of Charleston and Wilmington, North Carolina. To fight back against the Union’s domination [control of the ports], the Confederacy sent the C.S.S. Virginia on the attack. It was very successful at first, sinking five ships.

The Union sent the Monitor to fight back, and the two ironclad ships met in battle on March 9, off the coast of Virginia. It was an arduous [hard] battle that neither ship won.

Although both ships were eventually destroyed in later battles, this event marked the end of wooden naval vessels [ships].
Fort Donelson (February, 1862)

Coming off a recent victory at nearby Fort Henry, Union General Ulysses S. Grant surrounded the Confederate forces hunkered down [staying] at Fort Donelson along the Cumberland River in Tennessee. Although the Confederate forces nearly escaped in a daring breakout, Grant and his troops were able to counterattack [attacking against an attack] to gain the upper hand. By the end of the day, almost 1,000 men had died and 3,000 more were wounded and lay suffering on the freezing ground outside the fort. During the night, a number of Confederate commanders, including the infamous Nathan Bedford Forrest, who would later prove to be a thorn in Grant’s side, escaped. In the morning of February 16, the Confederate general asked for terms of surrender. Grant’s response: unconditional surrender or face an incoming attack.

The 13,000 Confederates surrendered, and Grant became a hero in the north. After this victory, Grant had more success in the west, and later captured the first Confederate capital at Nashville.
CW3.4.5 – Civil War Battle Stations

Shiloh (April 6, 1862)

Following the Fort Donelson victory, the Union was overconfident and thus surprised when they were attacked at the woods near Shiloh in southwestern Tennessee. Union General William Tecumseh Sherman remarked, “My God, we’re attacked,” after his orderly [servant soldier] was unexpectedly [by surprise] killed.

Sherman recovered, however, and for the next twelve hours, his leadership was as one historian wrote, “cool and courageous.” Leading from the front of his troops, Sherman was wounded, and had three horses shot out from underneath him.

Despite the heavy losses the Union sustained [had] in the first day of surprise battle, Grant counterattacked [attacked the attackers] the next day, sending his 40,000 troops to battle against P.T. Beauregard’s 25,000 soldiers. Later in the day, Grant’s troops were reinforced [made stronger] with additional [more] troops. By the afternoon, the Confederacy was in retreat. The Union did not follow as the casualties [dead and wounded soldiers] from the battle were overwhelming [too much].

The Battle of Shiloh was the bloodiest battle of the war thus far. More than 20,000 soldiers died or were wounded. Some historians argue that this battle was the beginning of “total war” for both the Union and the Confederacy. It also marked the end of Southern control of the Mississippi Valley.
Confederate General Stonewall Jackson led 17,000 men through a series of battles in the Shenandoah Valley. Jackson’s troops benefitted from their knowledge of the geography of the Valley, outmaneuvering [hiding and escaping from] more than 30,000 Union troops who were chasing them.

Shenandoah was significant [important] because it kept the pressure off the Confederate capital, Richmond. It also resulted in the capture of more than 2,000 Union prisoners and 10,000 rifles for the Confederate cause.

The war in the Shenandoah Valley - burning the bridge near Mount Jackson, by order of the Rebel General / from a sketch by our special artist, Mr. Edwin Forbes. Print shows Confederate troops, under the command of General Stonewall Jackson, burning the bridge over the north fork of the Shenandoah River, June 4, 1862. Source: Library of Congress, http://www.loc.gov/pictures/item/2003668326/
Antietam (September, 1862)

Following another loss at Bull Run in August of 1862, Union forces were on the run, not far from the capital of Washington, DC. The Confederate President Jefferson Davis, and Military General, Robert E. Lee, saw an opportunity to continue their victories by marching to Maryland. Lee crossed the Potomac River with 55,000 men and hoped that the people of Maryland would rise up in support of the Confederate cause. Unfortunately for Lee, there was no popular uprising (revolt.) He next divided up his troops in order to capture a Union military post.

On September 13 in a field near Frederick, Maryland, two Union troops found a copy of Lee’s orders to divide his troops into four parts wrapped around three cigars. Union General McClellan did not move quickly to act upon this advantage, however. He waited almost eighteen hours to begin to move his troops to attack Lee. Lee used this time to reorganize, having learned from a Maryland citizen about the Union’s discovery of his orders.

On September 17, the two forces finally met at Antietam Creek, near Sharpsburg. By the time they fought, the armies were relatively well-matched. The southerners were on the defense and the Union attacked. The fighting was horrible; by the end of the day, 6,000 troops had died, and 17,000 more were wounded. Lee fled with only 30,000 troops, and the Union army did not go after him, probably because of the devastation [destruction] they had seen the day before. Union General McClellan had won a strategic victory at Antietam, but had yet again wasted an opportunity to destroy the Confederate forces once and for all.
In May 1863, the Union suffered an important loss at Chancellorsville. The Confederacy, under the leadership of Robert E. Lee and Stonewall Jackson, defeated a larger Union force in a bloody and horrific battle. The Confederacy lost 13,000 men at Chancellorsville, including Stonewall Jackson, and the Union lost 11,000. The South’s win at Chancellorsville likely led to overconfidence among the Confederates – they believed that they couldn’t lose.

Confederate General Robert E. Lee then directed his troops north, in order to take advantage of the momentum they’d built from Chancellorsville. He brought together 75,000 men who were well-fed and had high morale. Lee planned to follow Grant’s practice of living off the land and demoralize the Union by defeat in their own territory. At the same time, President Lincoln directed his latest General, George Gordon Meade, to find and destroy Lee’s army.

As the Confederate troops marched north, a division [a group of 17,000 to 21,000 soldiers commanded by General A.P. Hill heard that there was a supply of shoes in Gettysburg, Pennsylvania. When they arrived, they did find shoes, as well as two Union brigades [a group of 2,500 to 4,000 soldiers] under the leadership of John Buford. Buford quickly sent for reinforcements [more troops], as he had fewer men and weapons than the Confederate division. For two hours, Buford’s troops held off the larger southern force, until they were reinforced by men from John Reynolds’ tough brigade. By the afternoon of July 1, there were 24,000 Confederate soldiers fighting 20,000 Union troops. Reinforcements continued to arrive from both the Northern and Southern armies.

The battle was at first a stalemate, since the Confederacy had...
Gettysburg (July 3, 1863)

more men, but the Union had the better position – the high ground from which they could defend and not have to attack. Lee’s trusted subordinate, General Longstreet, argued that the higher ground advantage was simply too much for the Confederate troops to overcome, but Lee continued on and even put Longstreet in charge of attacking Cemetery Ridge. Although they suffered horrendous [terrible] losses, the Union troops continued to use the high ground, pushing back Confederate attacks at the two Round Top hills. Of particular note was the courage of the 20th Maine regiment, commanded by a former professor at Bowdoin College, Joshua Chamberlain. After one-third of his troops were killed, Chamberlain found himself without any ammunition. Instead of surrendering, Chamberlain ordered his troops to fix bayonets and charge against the advancing Confederate troops, who were overwhelmed by Chamberlain and his men, maintaining Union control of Little Round Top.

On July 3rd, 15,000 Confederate troops launched a massive attack across open ground toward the Union defenses. It was a courageous and ultimately doomed effort, as the Union’s territorial advantage [holding the high ground] made the southerners easy targets. Almost half of the southern force was killed in this advance and retreat.

Lee took the loss hard, blaming himself and offering his resignation to the Confederate President Jefferson Davis (Davis refused to accept it). George Meade continued the Union tradition of not taking advantage of southern retreat. What was left of the Confederate forces retreated south without chase from Union troops.

More than 23,000 Union troops died at Gettysburg. The South lost 28,000 men, more than a third of Lee’s army. In addition, the South lost the confidence they had gained at Chancellorsville. Gettysburg, along with Vicksburg, is often seen as the turning point of the war – the beginning of the end for the South.
In the late fall and early winter of 1862, Union General U.S. Grant unsuccessfully campaigned [fought battles] for control of Mississippi, and, in particular, for the capture of Vicksburg, Mississippi. Grant’s efforts were hampered [made more difficult] by Confederate leader Nathan Bedford Forrest, whose cavalry first raided, and then escaped from, Union troops multiple times. In late December, Grant called off his campaign and began to retreat to Tennessee. On his way back, his troops, who did not have access to Union supply lines, were forced to “live off the land,” securing food and supplies however they could from the local countryside during their retreat.

These losses did not sit well with Grant [he didn’t like to lose], so in the spring of 1863, he returned to Mississippi and launched a campaign that would cement [build] his reputation as a feared military leader. First, he marched his men along the Mississippi to a point below Vicksburg. Union gunboats then joined in the plan, sailing down the river in front of the fortified city. On April 30th, his troops crossed the river, near the entrance to the city. Instead of heading north into Vicksburg, Grant then directed his troops east to Jackson, Mississippi, which fell on May 14. Next, Grant and General Sherman took out smaller confederate forces at Champion’s Hill and Black River, leaving Vicksburg the remaining target.
Vicksburg (July 4, 1863)

For the next eighteen days, Grant’s troops marched 180 miles, winning five battles and destroying the troops guarding Vicksburg. He then launched a major attack on the city itself, which was pushed back. Finally, Grant ordered a siege of the city – preventing anyone from going in or out and continually launching artillery into the city itself. The people of Vicksburg suffered terribly for six weeks, hoping to hold out for Confederate reinforcements that never came. People were starving, dying of disease and injury. On Independence Day, July 4, 1863, Vicksburg surrendered.

The battle was a major victory for the Union, demonstrated the North’s ability to fight without access to supplies, and meant that Mississippi River was now in Union hands.
CW6.4.10 – Civil War Battle Stations

Fort Wagner (July 18, 1863)

On July 18, 1863, two Union brigades [a group of 2,500 to 4,000 soldiers] attacked Fort Wagner, on Charleston harbor. The attack was led by Colonel Robert Gould Shaw, the son of leading abolitionists from Boston. Shaw commanded the 54th Massachusetts Regiment, an African-American regiment [a group of 3,000 to 5,000 soldiers], whose story was the basis for the film Glory.

The Union lost this battle when the Confederacy repulsed [fought off] the Union attack against the fort. Shaw died in battle, along with almost half of his troops. However, the battle affected public opinion in the North, with more citizens recognizing the contributions of African-American soldiers, the cause of abolition, and the resolve to win the war. This position was strengthened when the Confederacy refused to return Shaw’s body to his family, noting that “we have buried him with his niggers.” Shaw’s father’s response maintained the moral high ground: “We hold that soldier’s most appropriate burial place is on the field where he has fallen.”
CW3.4.11 – Civil War Battle Stations

Sherman’s March to the Sea (November - December, 1864)

On November 15th, 1864, Union General William Tecumseh Sherman’s troops set fire to Atlanta. Next, Sherman set out with 60,000 troops for Savannah, Georgia’s best sea port. Along the way, Sherman’s men looted the countryside, taking or destroying everything of potential value as they travelled to the sea. They tore up railroad tracks, vandalized homes, and destroyed farms.

After taking Savannah, Sherman continued to pillage [loot] the South, moving next to South Carolina. Union troops burned the city of Columbia, South Carolina, to the ground.

Sherman’s tactics, which are often referred to as “total war,” were designed to break the spirit of the Confederacy – to take the war to the average southerner in the hopes that they would no longer be willing to fight.
CW3.4.12 – Civil War Battle Stations

Appomattox Courthouse (April 9, 1865)

By April 9, 1865, Robert E. Lee only had 35,000 troops left to fight the Union’s 120,000 soldiers. The Confederate forces were tired, hungry, and demoralized. One week earlier, Abraham Lincoln and U.S. Grant had walked through the streets of the captured Confederate capital, Richmond. On the 9th, Lee and his troops tried to escape from Union forces near Appomattox Courthouse, but were not able to do so.

Lee surrendered to Grant at the home of Wilmer McLain, a former resident of Manassas, who had moved his family to Appomattox after the first battle of the war, Bull Run, came to close to his home. Grant agreed to let Lee and his men go home, in return for their surrender. These soldiers would not, as many Confederates feared, be tried for treason. They also were allowed to keep their horses.

McLean’s House, Appomattox Court-House, Virginia where the capitulation was signed between Generals Grant and Lee / negative by T.H. O’Sullivan, positive by A. Gardner. 1865. Source: Library of Congress: http://www.loc.gov/pictures/item/2007685834/
### CW3.5 – Civil War Battle Evidence Collection Sheet (p. 1 of 2)

*Directions*: in order to understand the course of the war, your job is to investigate twelve separate battles that defined the war. At each Battle Station, you’ll need to collect some basic information about the battle, including the victor, date, location, and the battle’s impact on the outcome of the war. At each of these stations, you’ll also need to consider and reconsider your answer to the question: Why did the North win?

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Location</th>
<th>Leadership</th>
<th>Victor</th>
<th>How did they win?</th>
<th>Did this battle have an impact on the outcome of the war? If so, how?</th>
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**CW3.5K – Civil War Battle Evidence Collection Sheet Key (p. 1 of 3)**

**Directions:** in order to understand the course of the war, your job is to investigate twelve separate battles that defined the war. At each Battle Station, you’ll need to collect some basic information about the battle, including the victor, date, location, and the battle’s impact on the outcome of the war. At each of these stations, you’ll also need to consider and reconsider your answer to the question: Why did the North win?

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<th>How did they win?</th>
<th>Did this battle have an impact on the outcome of the war? If so, how?</th>
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<tbody>
<tr>
<td>Fort Sumter</td>
<td>April 12, 1861</td>
<td>Charleston Harbor, South Carolina</td>
<td>Confederacy: General P.T. Beauregard</td>
<td>Confederacy</td>
<td>The Confederacy attacked Fort Sumter because President Lincoln could resupply it</td>
<td>After this Battle, thousands of Northerners joined the Union’s army, far exceeding the number of troops Lincoln had initially asked for.</td>
</tr>
<tr>
<td>Bull Run / Manassas</td>
<td>July, 1861</td>
<td>Bull Run &amp; Manassas, Virginia</td>
<td>Union: General Irwin McDowell General Confederacy: P.T. Beauregard</td>
<td>Confederacy</td>
<td>When a confusion caused two Union artillery batteries to stop firing, the Confederacy overwhelmed the Union troops.</td>
<td>This battle was a major victory for the Confederacy, keeping the Union from Richmond, the Confederate capital, for quite some time after.</td>
</tr>
<tr>
<td>U.S.S. Monitor vs. C.S.S. Virginia</td>
<td>March 9, 1862</td>
<td>Off the coast of Virginia</td>
<td>Neither</td>
<td>Neither</td>
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<td>This battle marked the end of wooden naval vessels.</td>
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<tr>
<td>Fort Donelson</td>
<td>February, 1862</td>
<td>Along the Cumberland River in Tennessee</td>
<td>Union: General Ulysses S. Grant Confederacy: General Nathan Bedford Forrest</td>
<td>Union</td>
<td>A successful counterattack gave Grant the upper hand, leading to the Confederate’s eventual surrender.</td>
<td>After this battle Grant was more successful in the west, and later captured the first Confederate capital at Nashville.</td>
</tr>
<tr>
<td>Name</td>
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<tr>
<td>Shiloh</td>
<td>April 6, 1862</td>
<td>Near Shiloh in Southwestern Tennessee</td>
<td>Union: General William Tecumseh Sherman and General Ulysses S. Grant Confederate:</td>
<td>Union</td>
<td>Despite Union losses from the first day of the surprise battle, Grant’s counterattack on the second day forced Confederacy troops to retreat.</td>
<td>This was the bloodiest battle of the war thus far and marked the beginning of “total war” for both sides as well as the end of Southern control of the Mississippi Valley.</td>
</tr>
<tr>
<td>Shenandoah</td>
<td>May, 1862</td>
<td>Shenandoah Valley</td>
<td>Confederacy: General Stonewall Jackson</td>
<td>Confederacy</td>
<td>Jackson’s troops outmaneuvered the Union troops across the valley with their knowledge of the geography.</td>
<td>This battle kept Union attention away from the Confederate capital, Richmond, and also resulted in the capture of 2000 Union prisoners and 10,000 rifles for the Confederate cause.</td>
</tr>
<tr>
<td>Antietam</td>
<td>September, 1862</td>
<td>Antietam Creek, near Sharpsburg, Maryland</td>
<td>Union: General McClellan Confederate: General Robert E. Lee</td>
<td>Union</td>
<td>Despite not taking advantage of Lee’s battle strategy plans (found by Union soldiers in advance), the Union attacked successfully and drove the confederates to retreat.</td>
<td>Despite winning a strategic victory, the Union army once again gave up the opportunity to finish the Confederate forces once and for all by not continuing the battle as the Confederates retreated.</td>
</tr>
<tr>
<td>Gettysburg</td>
<td>July 3, 1863</td>
<td>Gettysburg, Pennsylvania</td>
<td>Union: Gen. George Meade Confederate: Gen. Robert E. Lee</td>
<td>Union</td>
<td>Despite Confederate efforts, the Union had the territorial advantage of the high-ground which led to their victory.</td>
<td>The battle of Gettysburg as well as the Battle of Vicksburg are often seen as the turning points of the war and the beginning of the end for the South.</td>
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# CW3.5K – Civil War Battle Evidence Collection Sheet Key (p. 3 of 3)

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Location</th>
<th>Leadership</th>
<th>Victor</th>
<th>How did they win?</th>
<th>Did this battle have an impact on the outcome of the war? If so, how?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vicksburg</td>
<td>July 4, 1863</td>
<td>Jackson, Champion's Hill, Black River, and Vicksburg, Mississippi</td>
<td>Union: General Ulysses S. Grant&lt;br&gt;Confederacy: General Nathan Bedford Forrest</td>
<td>Union</td>
<td>After taking out smaller Confederate forces, Grant ordered a siege of Vicksburg, and the Confederates eventually surrendered after much suffering when their reinforcements never arrived.</td>
<td>The battle was a major victory for the Union, demonstrated the North’s ability to fight without access to supplies, and meant that Mississippi now belonged to the Union.</td>
</tr>
<tr>
<td>Fort Wagner</td>
<td>July 18, 1863</td>
<td>Fort Wagner on Charleston Harbor</td>
<td>Union: Colonel Robert Gould Shaw</td>
<td>Confederacy</td>
<td>The Union attempted an attack against Fort Wagner, but were repulsed by the Confederates in the fort.</td>
<td>The battle caused more Northerners to recognize the contributions of African-American soldiers, and to support abolition. This position was strengthened by the Confederacy’s refusal to return Col. Shaw’s body.</td>
</tr>
<tr>
<td>Sherman’s March to the Sea</td>
<td>November - December, 1864</td>
<td>Atlanta and Savannah, Georgia; Columbia, South Carolina</td>
<td>Union: General William Tecumseh Sherman</td>
<td>Union</td>
<td>General Sherman marched his troops, burning, vandalizing, pillaging and destroying as they went.</td>
<td>Sherman’s tactic of “total war” was mean to break the spirit of the Confederacy.</td>
</tr>
<tr>
<td>Appomattox Courthouse</td>
<td>April 9, 1865</td>
<td>Virginia</td>
<td>Union: General Ulysses S. Grant&lt;br&gt;Confederacy: General Robert E. Lee</td>
<td>Union</td>
<td>General Lee’s soldiers were tired, hungry and demoralized and outnumbered 6 to 1.</td>
<td>After Lee’s surrender, Grant allowed him and his soldiers to return home with their own horses and without being tried for treason.</td>
</tr>
</tbody>
</table>
# CW3.6 – Making an Interpretation: Why Did the North Win?

**Directions:** Now that you’ve had the opportunity to consider the course of the war, the advantages of each side, and the tactics employed by military leaders, your task is to make an interpretation answering the question: Why did the North win? For this, we must also consider why the Confederacy lost, despite their set of advantages. Look at the advantages and strategies of each side and the results of the battles, to answer the two questions below. Finally, use this evidence to write a one-paragraph answer to the question: Why did the North win? Use specific evidence about the strategies and battles.

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Evidence</th>
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<tbody>
<tr>
<td><strong>Confederacy</strong></td>
<td><strong>Evidence</strong></td>
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<tr>
<td>Why did the Confederacy lose?</td>
<td>Example: When the Union pursued “total war” throughout the South, the Confederacy didn’t have the resources to continue the war.</td>
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<td>Example: Union General Sherman and his troops destroyed much of the southern countryside, including key cities of Atlanta, Savannah, and Columbia. Under Sherman, Union troops tore up railroad tracks, burned homes and businesses, and took food and valuables.</td>
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<tr>
<td><strong>Union</strong></td>
<td><strong>Why did the Union win?</strong></td>
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### CW3.6 – Making an Interpretation: Why Did the North Win? Key (p. 1 of 2)

<table>
<thead>
<tr>
<th>Confederacy</th>
<th>Reasons</th>
<th>Evidence</th>
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<tbody>
<tr>
<td>Why did the Confederacy lose?</td>
<td>The Confederates did not have the depth of resources to draw upon that the Union did, in terms of soldiers, laborers, or supplies and resources.</td>
<td>Union General Sherman and his troops destroyed much of the Southern countryside, including key cities of Atlanta, Savannah, and Columbia. Under Sherman, Union troops tore up railroad tracks, burned homes and businesses, and took food and valuables.</td>
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<td></td>
<td><strong>When the Union pursued “total war” throughout the South, the Confederacy as a whole had neither the resources nor the desire to continue the war.</strong></td>
<td><strong>5.5 million people in the South</strong>&lt;br&gt;<strong>9,000 miles of railroad track in the South</strong></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Union</th>
<th>Reasons</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did the Union win?</td>
<td><strong>A greater population and thus a bigger army.</strong>&lt;br&gt;<strong>The North had more factories and better infrastructure – roads, canals, and railroads – to create and move supplies and soldiers. These advantages helped the Union overcome its disadvantage of nearly always having to pursue the offensive.</strong>&lt;br&gt;<strong>As the war dragged on, Northerners became more determined to achieve total victory over the South – in terms of unifying the country and freeing slaves.</strong>&lt;br&gt;<strong>Under Grant, the Union Army pursued “total war” to destroy the land, resources, and confidence of the Confederacy.</strong></td>
<td><strong>22 million people in the North</strong>&lt;br&gt;<strong>22,000 miles of railroad track in the North</strong></td>
</tr>
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<td></td>
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<td><strong>The battle of Fort Wagner caused Northerners to take greater notice of black soldiers, and to recognize the importance of abolition.</strong>&lt;br&gt;<strong>Union General Sherman and his troops destroyed much of the Southern countryside, including key cities of Atlanta, Savannah, and Columbia.</strong></td>
</tr>
</tbody>
</table>
One-paragraph response to the question: Why did the North win?

The Union had a number of logistical advantages that led to victory. For one, the North had a much larger population than the South from which to draw soldiers and workers to support the war effort. Twenty-two million Americans resided in the Northern states, while only five and a half million lived in the South. Moreover, the North also had a relatively well-developed transportation infrastructure – roads, canals, and railroads – to move supplies and soldiers. These advantages helped the Union overcome its disadvantage of nearly always having to pursue the offensive. As the war dragged on, Northerners became more determined to achieve total victory over the South – in terms of both unifying the country and freeing slaves. The Emancipation Proclamation of 1863, followed by the battle of Fort Wagner, led more Northerners to think of the war as a fight to end slavery and to unify the country on a new basis of freedom for all citizens. Finally in the closing months of 1864, the Union Army under General Grant pursued “total war” in order to destroy the land, resources, and confidence of the Confederacy. This military tactic meant farms, homes, businesses, and entire cities were no longer functional. It took years for the North to be able to turn its advantages into victory over the South, but after hundreds of thousands of deaths on both sides, the Confederacy recognized it could not sustain the war and surrendered.
Civil War Lesson #4: Perspective

Major Topics:
✓ Analyzing Perspective
✓ Views of Northern and Southern Groups
✓ Perspectives of Historical Figures

How did Individual Americans Define Freedom?

The diversity of perspective and opinion made it difficult for Americans to agree upon whether war was necessary and desirable. A majority of Northerners were white Republicans who wanted land in the Western Territories open to “free” farmers. Abolitionists were primarily a Northern minority group of both black and white people who were against the institution of slavery. White Southerners were mostly Democrats who supported the institution of slavery regardless of whether or not they owned slaves. Those slaves who left written accounts or memoirs strongly desired freedom from slavery.

This lesson’s focus on the views of individual Americans not only reminds us of the complexity of public opinion; it offers an opportunity to explore the impact of perspective upon individual action, beliefs, and history itself. Students will consider this diversity by examining one historical figure from the period in-depth, comparing that figure to others from the time, and discussing how perspective can affect the interpretation of historical events.
Procedures

Step 1: Understanding Historical Perspective (Class Time: 50 minutes)

Introduce the lesson focus question: “How did individual Americans define freedom?” Explain that individual Americans define freedom in different ways based on their perspective, or point of view. Using Analyzing Perspective Notes (CW4.1), explain to students what perspective or point of view means in the discipline of history, and how to analyze perspective from primary sources. Then summarize the perspectives of majority groups: Northern and Western whites, Abolitionists, Southern whites, and Southern slaves. Explain to students that these are very broad categories, and many people held different opinions from the majority of their group. Perspective is based on individual differences, and we really have to analyze the words and actions of individuals to identify perspective clearly. Finally, guide students through a practice activity to analyze primary source quotes and identify perspective. You may assign the text of CW4.1 as a reading for students, or explain the information to students using Analyzing Perspective Summary Notes (CW4.2). However, work with the students to analyze the examples rather than having them complete that activity independently.

Step 2: Investigating the Perspectives of Historical Figures during the Civil War (Class Time: 80 minutes)

Tell students that they will be studying different people who lived through the Civil War in order to understand how the war affected people in the North and the South and how individual Americans made significant contributions to the war effort. Each student will focus closely on the life of one historical figure and continue to re-visit the figure throughout the unit.

Divide the class into thirteen groups. Distribute the Civil War Historical Figures Activity Sheet (CW4.3) to all students. Assign one of the following Civil War Historical Figures to each group, and pass out the matching Civil War Historical Figure Sources Handout (CW4.4):

Louisa May Alcott (CW4.4.1)
Ella Gertrude Clanton Thomas (CW4.4.2)
Jefferson Davis (CW4.4.3)
Frederick Douglass (CW4.4.4)
Harriet A. Jacobs (CW4.4.5)
Robert E. Lee (CW4.4.6)
Robert Smalls (CW4.4.7)
George Templeton Strong (CW4.4.8)
Clinton Hatcher (CW4.4.9)
Michael F. Rinker (CW4.4.10)
Charles Berry, Senior (CW4.4.11)
John P. Wilson (CW4.4.12)
Susie King Taylor (CW4.4.14)
Procedures (continued)

Remind students of the unit’s focus question, “Was the Civil War a War for Freedom?” As they read the sources, students should consider how their assigned Civil War historical figure would answer this question. Tell students that they will learn about their person through secondary sources (the biography) and primary sources (things written by and about the person at the time of the Civil War.) Finally, tell students that they will be working on this activity throughout the unit at different times. While students work, circulate and check in with each group to verify that students are on-task and understand the activity expectations. At the end of the activity, either collect the source handouts and activity sheets until the students need them again, or remind students to put them away in a safe place until the class needs the handouts again. Use the Civil War Historical Figure Sources Handout Key (CW4.4K) to check students’ answers. It is important to correct any misconceptions now, because they will use this information later in the unit.

Step 3: Meanings of Freedom (Class Time: 10 minutes)

To conclude, ask students what they have learned about the meanings of freedom from this lesson. Record the most important points (especially what freedom meant to the four majority groups) on the Freedom Wall.

Modifications / Support for Student Literacy

Analyzing Perspective Notes (CW4.1) and Powerpoint Notes (CW4.2): If the majority of students in your class are reading below grade level, explain the material to them using the powerpoint notes. If the majority of the students read at or above grade level, consider giving them the text of CW4.1 as a reading and discussing perspective with them. Guide the students through the example quotations and the process of figuring out a person’s perspective from his or her words. Since this is a very difficult skill for students to master, try to externalize your own thinking process to them and discuss the evidence in the quote that supports your analysis. If students struggle to understand perspective, review the notes again, using more examples from modern life.

Short-Track Schedule:

This lesson is critical, and each of the steps is necessary. English learners and students who read below grade level will struggle with the Historical Figures primary source readings, but grouping students so that at least one good reader is in each group will help.
CW4.1 – Analyzing Perspective Notes

Point of view, or perspective, is more than just someone’s opinion about a specific topic. Perspective is the entire worldview of a person, the way that person sees the world and is affected by the historical context. For example, as an American teenager in the early years of the 21st century, you see the world around you in a certain way. Your fellow classmates have very different personalities and they may disagree with you about many things, but you have much in common compared to a 60-year-old American, or a teenager living on a farm in Indonesia.

We get our part of our perspective from our experiences and from the people around us – family, friends, neighbors, people on TV – without thinking very hard. Certain differences help form perspective. Time and location produce major differences. Someone who lived in the 1600s had a very different perspective from someone who lived during World War II. People who live in Japan have a different perspective from people who live in Peru, and differences in language and religion also affect perspective. A person in a wheelchair has a different perspective from a gifted athlete. Three important differences are race, class and gender. Latinos have a different perspective from Anglos. Rich people see the world differently than poor people do. It is natural to us to see the world through our own perspective, and hard for us to imagine different perspectives.

Another part of our perspective comes from our personal values and beliefs. For example, even though they were both rich, white men living in the 1830s, John C. Calhoun believed strongly in the rights of the states, while Daniel Webster believed that the federal government (the union) should overrule the states. A few northerners were abolitionists, but many others did not think the abolition of slavery was an important cause.

Our perspective helps us decide how we think about things that are happening around us – in our everyday life, in the nation, and in the world. Our perspective tells us what is important (to us.) But it also means that we are all biased, that we judge events and people from our own perspective.

When historians analyze primary and secondary sources to collect evidence about the past, they pay careful attention to the perspective of the creator of those sources. If a painting shows happy slaves working on a beautiful plantation, the historian has to ask, what was the perspective of the artist? Was he or she white or black? A slave or free? Rich or poor? Did he or she live before the Civil War, or after it?

If the artist was the white daughter of a plantation owner living after the Civil War, the historian can interpret the painting and her perspective in this way: The artist believed that the slaves were happy and plantation life was pleasant. She was sad that the Civil War ended that beautiful life (as she saw it.) The picture is “true” from her perspective, but not “true” from other perspectives. A slave on her plantation would have had a very different perspective and painted a very different picture of slaves working on a plantation.

In a primary source text, you will not find the perspective of the author stated clearly in any one sentence. You have to find his or her perspective “between the lines.”

To analyze the perspective of the creator of a source (an author, an artist, etc.), look for this information:
- Nationality/Regional Identity
- Date or time period
- Race
- Class
- Gender
- Historical Context: What were the most important events going on at that time? How was this person affected by those events?

Gather as many details from his or her biography as you can, and then read his or her words carefully to identify the underlying perspective.

**Perspectives of Majority Groups in 1860**

**Northern and Western whites**
Many white people, both natives and immigrants, who lived in the North and West did not think that black people were equal to whites. Those who voted for the Republican party were opposed to the expansion of slavery into the western territories. They thought of slaves as economic competition. They wanted “free labor and free soil,” to keep the lands of the west for small farms rather than big plantations with slave labor. They did not want to end slavery in the South. To this group, freedom meant economic freedom, to own their own farms, earn their own wages, and have their own businesses, without losing out to competition from cheaper slave labor.

**Abolitionists**
A small minority of people in the North and West were abolitionists. They were both white and black. They wanted to end slavery everywhere. They believed that slavery was morally wrong, and that black people were equal to white people. Many of them were very religious. Their perspective was the closest to our modern perspective, but in 1860, most people considered them radical. To them, freedom meant the end of slavery and bringing political and social equality to black people.
Southern blacks (slaves)
Most black people in the South were slaves. To them, freedom meant an end to slavery. They wanted to be economically independent, to work for money or to farm their own land. They wanted social equality.

Southern whites
Even though only a small minority of Southern whites owned slaves, most of them wanted to preserve slavery and extend it to territories in the West. They were very suspicious of Northerners and hated abolitionists. Southern whites thought that Northerners were trying to take away their freedom, their rights and their way of life. They did not believe Lincoln and other Republicans who said that they would not abolish slavery in the South. By 1860, most white Southerners believed that the only way to hold on to their freedom was to secede from the Union and make their own nation. To them, freedom meant the right to hold on to slaves, as their property, and to live the way they wanted to live without interference from the federal government or Northerners.

Analyzing Perspective Examples

Quote 1
This is a quote from William Lloyd Garrison (1805-1879), a New Englander, and a white middle class man:

“Enslave the liberty of but one human being and the liberties of the world are put in peril.”

Quote 2
This is a quote from Senator Daniel Webster (1782-1852), of Massachusetts, a white rich man. Webster made this statement to the Senate on March 7, 1850, during the debates over the admission of California to the Union (as a free state), popular sovereignty and the Fugitive Slave Act:

“I wish to speak to-day, not as a Massachusetts man, nor as a Northern man, but as an American and a member of the Senate of the United States. I speak to-day for the preservation of the Union. . . . I speak to-day, out of a solicitous and anxious heart, for the restoration to the country of that quiet and that harmony which make the blessings of this Union so rich, and so dear to us all.”

Quote 3
This is a quote from George Fitzhugh (1806-1881), in his book, Sociology for the South, published in 1854. Fitzhugh was a white Virginian wealthy man.

“There is no rivalry, no competition to get employment among slaves, as among free laborers. Nor is there a war between master and slave. The master’s interest prevents his reducing the slave’s allowance or wages in infancy or sickness, for he might lose the slave by doing so. The slaves are all well fed, well clad, have plenty of fuel, and are happy. They have no dread of the future – no fear of want… At the slaveholding South all is peace, quiet, plenty, and contentment. We have no mobs, no trade unions, no strikes for higher wages, no armed resistance to the law, but little jealousy of the rich by the poor….”
**Quote 4**
This is a quote is from Senator John C. Calhoun (1782-1850) of South Carolina, a rich white man. He wrote this in 1828 while the Senate was debating the Tariff of 1828 and just before the Nullification Crisis:

“Ought not a sovereign State, as a party to the constitutional compact, and as the guardian of her citizens and her peculiar interests to have the power [of vetoing national laws] in question? . . . The disease is that a majority of the States, through the General [federal] Government, by construction, usurp powers not delegated [to the national government in the Constitution], and by their exercise, increase their wealth and authority at the expense of the minority.”

**Quote 5**
This is a quote from Angelina Grimké (1805-1879), a rich white woman from South Carolina. She gave this speech in Philadelphia, Pennsylvania, in 1838:

“As a Southerner, I feel that it is my duty to stand up here tonight and bear testimony against slavery. I have seen it! . . . I know it has horrors that can never be described. I was brought up under its wing. I witnessed for many years its demoralizing influences and its destructiveness to human happiness. I have never seen a happy slave.”
Perspective (point of view)
- more than opinion
- entire worldview of person
- the way that person sees the world
- how he or she is affected by the historical context

How do people get their perspective?
- life experiences
- people around them – family, friends, neighbors, people on TV
- Certain differences help form perspective
  - Time
  - Location
  - Language
  - Disabilities
  - Race
  - Class
  - Gender

It is natural to us to see the world through our own perspective, and hard for us to imagine different perspectives.

Perspective also comes from personal values and beliefs
- Daniel Webster
- John C. Calhoun

Effect of Perspective on Individuals
- Guides our understanding of world
- Tells us what is important to us
- Means we are all biased

When historians analyze primary and secondary sources to collect evidence about the past, they pay careful attention to the perspective of the creator of those sources.
The old slave says: “God bless you, massa! You feed us and clothe us. When we are sick, you nurse us, and when too old to work, you provide for us.”

The master says: “These poor creatures are a sacred legacy from my ancestors, and while a dollar is left [to] me, nothing shall be spared to increase their comfort and happiness.”

Whose perspective?
✓ white or black?
✓ rich or poor?
✓ slave or free?
✓ for slavery or against slavery?

Looking for perspective in primary source text
✓ not stated clearly in any one sentence
✓ “between the lines”

How to identify perspective
Gather details from his or her biography
- Nationality/Regional Identity
- Date or time period
- Race
- Class
- Gender
- Historical Context: What were the most important events going on at that time? How was this person affected by those events?

Then read his or her words carefully.
CW4.2-Analyzing Perspective Summary Notes (page 3 of 4)

Perspectives of Majority Groups in 1860

Northern and Western whites
Not for abolition
Republicans – against expansion of slavery to west
Free labor and free soil
Racist
Freedom means no economic competition from slave labor

Abolitionists
North and West
Minority group
Considered radical
White and black
Slavery as a moral issue
Freedom means freedom for all slaves

Southern blacks
Mainly slaves
Freedom means end to slavery, social equality & economic freedom

Southern whites
Wanted to keep slavery
Majority did not own slaves
Worried about North
Angry at being told what to do
Freedom means right to keep their property (slaves) and way of life

Analyzing Perspective Examples

Quote 1
This is a quote from William Lloyd Garrison (1805-1879), a New Englander, and a white middle class man: “Enslave the liberty of but one human being and the liberties of the world are put in peril.”
CW4.2-Analyzing Perspective Summary Notes (page 4 of 4)

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“I wish to speak to-day, not as a Massachusetts man, nor as a Northern man, but as an American and a member of the Senate of the United States. I speak to-day for the preservation of the Union. . . . I speak to-day, out of a solicitous and anxious heart, for the restoration to the country of that quiet and that harmony which make the blessings of this Union so rich, and so dear to us all.”

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“As a Southerner, I feel that it is my duty to stand up here tonight and bear testimony against slavery. I have seen it! . . . I know it has horrors that can never be described. I was brought up under its wing. I witnessed for many years its demoralizing influences and its destructiveness to human happiness. I have never seen a happy slave.”
CW4.3 – Civil War Historical Figures Activity Sheet (p. 1 of 3)

Historical Figure: ________________________________________________________________

Part I: Investigating the Secondary Source

Date of Birth: ___________________________  Sex: ______________ Race: ___________________________

Status: free or slave? __________  Residence: __________________________________________________________________

What did this person do during the Civil War?

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

Supported which side during the Civil War? __________________________________________________

Background Information (Ideas include: family, education, military training, hobbies, political party affiliation, and religion):

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

CW4.3 – Civil War Historical Figures Activity Sheet (Page 2 of 3)

Part II: Read the primary sources and fill in this information.

List the three most important main ideas from the primary sources. Rewrite these main ideas in your own words.

✓ __________________________________________________________________________________________________________

✓ __________________________________________________________________________________________________________

✓ __________________________________________________________________________________________________________

What was the perspective of your historical figure? (If these details aren’t available, write “unknown”):
Regional Identity: ______________________________________________________________________________________________
Date or time period: _____________________________________________________________________________________________
Race: __________________________________________________________________________________________________________
Class: __________________________________________________________________________________________________________
Gender: _______________________________________________________________________________________________________

Historical Context: When was the primary source written? _____________________________________________________

What was happening around your historical figure at that time? (If your primary source was written after the end of the war in 1865, write down what was happening around your historical figure during the war):
____________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________

Describe your historical figure’s perspective: ____________________________________________________________________
___________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________
Select a quote from the primary source that represents your person, and explain the importance of the quote:

Two unidentified soldiers in Union uniforms holding cigars in each others' mouths, 1861-65. Source: Library of Congress: http://www.loc.gov/pictures/item/2010650329/

List two things you have learned about your historical figure that you have not already stated:
Secondary Source:

Louisa May Alcott was born 1832 in Pennsylvania, and she moved with her family to Massachusetts as a young girl. Her parents were abolitionists and reformers, and Alcott grew up to become a social reformer and a writer. From 1862 to 1863, Alcott served as a nurse for wounded soldiers at the Union Hospital in Washington D.C. During the war she also wrote dramatic stories which were published in magazines, including “My Contraband,” where she described in detail a friendship between a white nurse and a newly-freed male slave. The nurse admired the former slave for his strength and integrity. As an abolitionist, Alcott openly cheered the Emancipation Proclamation. After the war, she continued to write and became a famous novelist. Her best-known novel is *Little Women*, the story of four sisters growing up during the Civil War.

Primary Sources:

Quotes from Alcott’s *Hospital Sketches*, 1863:

“My three days’ experiences had begun with a death, and ... a ward [large hospital room] containing forty beds, where I spent my shining hours washing faces, serving rations, giving medicine, and sitting in a very hard chair, with pneumonia on one side, diphtheria [a deadly lung infection] on the other, five typhoids [a disease caused by bad water and sanitation] on the opposite, and a dozen dilapidated [messed-up] patriots....”

Quotes from Alcott’s “My Contraband” in *The Atlantic Monthly*, November 1863:

(Note: the 54th Regiment was the first black military regiment in the Union Army. This excerpt memorializes their attack on the Confederate Fort Wagner in South Carolina).

Everyone knows the story of the attack on Fort Wagner; but we should not tire yet of recalling how our Fifty-Fourth, spent with three sleepless nights, a day’s fast, and a march under the July sun, stormed the fort as night fell, facing death in many shapes, following their brave leaders through a fiery rain of shot and shell, fighting valiantly [very bravely] .... the manhood of the colored race shines before many eyes that would not see, rings in many ears that would not hear, wins many hearts that would not hitherto [before this] believe.
Secondary Source:

Ella Gertrude Clanton Thomas was born to a wealthy white planter and slave-owner in Georgia. She is best known for the journal she kept for forty-one years, which described her life and her views before, during, and after the Civil War. Thomas graduated from Wesleyan Female College, which was an unusual accomplishment for women at that time. In 1852, Thomas married Jefferson Thomas, and became a mistress of a plantation supported by the labor of many slaves. She had ten children, but three died before the age of five. When the Civil War broke out, Thomas was a strong supporter of the Confederacy, but the war completely overturned the luxurious, comfortable life she had always lived. As the excerpt below shows, she grew to question the institution of slavery. After the war ended, Thomas was much poorer, and worked for women’s suffrage (vote.)

Primary Sources:

Excerpt from *The Secret Eye: The Journal of Ella Gertrude Clanton Thomas* for January 3, 1865:

Note: This is a journal entry in which Thomas imagines writing to General Sherman’s wife.

‘I a rebel lady will give you some information with regard to Gen. Sherman’s movements. Last week your husband’s army found me in the possession of wealth. Tonight our plantations are a scene of ruin and desolation.... You thought it a gallant deed to come amongst us where by his own confession he expected to find ‘only the shadow of an army.’ A brave act to frighten women and children! desolate homes, violate the sanctity of firesides and cause the ‘widow and orphan to curse the Sherman for the cause’ and this you did for what? To elevate the Negro race.... As your brave husband considers a southern lady a fair object to wage war against ... I will only add that intensely Southern woman as I am I pity you.”

Journal entry for May 8, 1865 (Less than a month after Robert E. Lee’s surrender at Appomattox):

*Today I am more intensely opposed to the North than at any period of the war – We have been imposed upon – led to believe that terms of Treaty had been agreed upon which would secure to us a lasting and honourable peace.... I am not cast down.... As to the emancipation of the Negroes, while there is of course a natural dislike to the loss of so much property in my inmost soul I cannot regret it – I always felt that there was a great responsibility – It is in some degree a great relief to have this feeling removed. For the Negroes I know that I have the kindest possible feeling – For the Yankees who deprive us of them I have no use whatever. I only hope I shall see very little of them.”*
Jefferson Davis was born in Kentucky on June 3, 1808 and is famous for serving as the president of the Confederacy during the Civil War. After graduating from West Point Military Academy, he served as a United States military officer. He was elected to the U.S. House of Representatives as a Democrat from his home state of Mississippi, until he left to fight in the Mexican-American War. When he returned, he became a United States Senator and later became the U.S. Secretary of War under Democratic President Franklin Pierce. As a senator, he was a strong supporter of the rights of the states and the extension of slavery to western territories, but he argued against secession. However, when South Carolina and then Mississippi seceded from the Union, Davis resigned from the U.S. Senate and returned home to Mississippi. Six weeks later, he was chosen as president of the new Confederate States of America. Historians have criticized Davis as a poor leader who did not delegate responsibility and had difficulty getting along with people. Davis remained Confederate President during the entire war, until he was captured by Union troops on May 10, 1865. He was imprisoned for two years and charged with treason, but never put on trial. Later he became president of a life insurance company, and traveled to Europe and South America. He wrote a book, *The Rise and Fall of the Confederate Government*, which became very popular in the 1870s, especially in the south. He died in 1889 at the age of 81.

Historical Excerpt:

Excerpt from Davis’ Farewell Speech in the Senate Chamber, U.S. Capitol, January 21, 1861

It is known to Senators who have served with me here, that I have for many years advocated, as an essential attribute of State sovereignty, the right of a State to secede from the Union. . .

Secession . . . is to be justified upon the basis that the States are sovereign. There was a time when none denied it. I hope the time may come again, when ... the inalienable rights of the people of the States, will prevent any one from denying that each State is a sovereign....

[Mississippi] has heard proclaimed the theory that all men are created free and equal, and this made the basis of an attack upon her social institutions; and the sacred Declaration of Independence has been invoked to maintain the position of the equality of the races. . . .

... when you deny to us the right to withdraw from a Government which thus perverted threatens to be destructive of our rights, we but tread in the path of our fathers when we proclaim our independence, and take the hazard. This is done ... from the high and solemn motive of defending and protecting the rights we inherited, and which it is our sacred duty to transmit unshorn to our children. . . .
Secondary Source:
Born Frederick Augustus Washington Bailey, Douglass was born to a slave mother and an unknown white father in Maryland in 1808. Raised primarily by his grandparents and his aunt, he escaped slavery by fleeing to New York in 1838. Changing his name to Douglass to avoid capture by slave hunters, he later moved to New Bedford, Massachusetts, where he worked for three years as a day laborer. He soon began to speak out publicly about his time as a slave at anti-slavery conventions and later explained the horrors of his own bondage in his three autobiographies, *Narrative of the Life of Frederick Douglass, An American Slave*, published in 1845, followed in 1855 by *My Bondage and My Freedom*, and in 1881, *The Life and Times of Frederick Douglass*. Douglass was a powerful speaker and wonderful writer. He argued against the institution of slavery in public speeches, through his newspaper, *the North Star*, and in his three autobiographies. During the Civil War, Douglass advised Lincoln, spoke out in favor of emancipation, and recruited black troops to fight for the Union army. After the war, Douglass continued to speak out against racism, became a supporter of women’s rights and held a number of government positions, including U.S. Minister and Counsel General to Haiti from 1889-91.

Primary Sources:
From an Independence Day Speech at Rochester, NY, to an audience of white Americans, 1852

Standing with God and the crushed and bleeding slave on this occasion, I will, in the name of humanity which is outraged, in the name of liberty which is fettered [chained], in the name of the Constitution and the Bible which are disregarded and trampled upon, dare to call in question and to denounce, with all the emphasis I can command, everything that serves to perpetuate slavery – the great sin and shame of America!"

From *The Life and Times of Frederick Douglass* (1881)

From the first, I, for one, saw in this war the end of slavery; and truth requires me to say that my interest in the success of the North was largely due to this belief…. the mission of the war was the liberation of the slave, as well as the salvation of the Union... that the Union cause would never prosper till the war assumed an anti-slavery attitude, and the negro was enlisted [as a soldier] on the loyal side.
Secondary Source:

Harriet A. Jacobs was born a slave in North Carolina. In her early twenties she escaped from slavery, hiding in the attic of her grandmother (a free woman) for nearly seven years before finding the chance to head North and settle in New York. Once there, she joined her abolitionist brother and other reformers, one of whom encouraged her to write of her experiences as a slave. *Incidents in the Life of a Slave Girl*, published in 1861, became the most compelling autobiography written by an African American woman before the Civil War. During the war Jacobs and her daughter lived in Alexandria, Virginia (occupied), providing relief for (former) slaves and establishing the Jacobs Free School for their education. After the war she and her daughter continued this work in Savannah, Georgia, but eventually had to move North to avoid the dangerous racism present in the South after the war.


...In this volume, a woman tells in words of fire... not how she was scourged [whipped] and maimed [hurt], but that far more terrible sufferings endured by and inflicted upon woman. No one can read these pages without a feeling of horror, and a stronger determination arising in them to tear down the cursed system [slavery] ....

Harriet Jacobs' report to abolitionist W.L. Garrison on her visit to the newly freed slaves in Washington, D.C., from "Life Among the Contrabands," *The Liberator*, September 5, 1862:

...[When I went] to the District of Columbia, where the shackles [chains around feet and hands] had just fallen, I hoped that the glorious echo from the blow had aroused the spirit of freedom.... I went to Duff Green's Row, Government head-quarters for the contrabands [escaped slaves] here. I found men, women and children all huddled together, without any distinction or regard to age or sex. Some of them were in the most pitiable condition. Many were sick with measles, diptheria, scarlet and typhoid fever [deadly diseases]... I felt that their sufferings must be unknown to the people...Those tearful eyes often looked up to me with the language, "Is this freedom?"
Secondary Source:

Robert E. Lee commanded the Confederate Army during the Civil War. Born in Virginia, Lee went to West Point Military Academy and served in the U.S. Army prior to the war. The day after Virginia seceded from the Union, Lee resigned his post from the Army, prepared to fight for his native state. During the Civil War he led Confederate troops at the battles of Fredericksburg, Antietam, and Gettysburg, among others. He was known for his military skill and his care for his soldiers. On April 9, 1865 he surrendered to Ulysses S. Grant at the Appomattox Courthouse in Virginia, which officially ended the Civil War. After the war, Lee went on to become a college president at what is now called Washington and Lee University. He strongly supported a quick reconciliation of the union.

Primary Sources:

Letter from Lee to Winfield Scott, written two days before he refused command of the Union Army, April 20, 1861:

I have felt that I ought not longer to retain any Commission in the Army.... [My resignation] would have been presented at once but for the struggle it has Cost me to separate myself from a Service to which I have devoted all the best years of my life, & all the ability I possessed. ...Save in the defense of my native state shall I ever again draw my sword...

Letter from Lee to his brother Carter, Richmond, March 14, 1862:

I wish indeed that I could see you all, but that is a happiness I can hardly expect. Indeed no one has a right to look for any happiness these days except such as he might derive from his efforts to do his duty. I have been called here very unexpectedly to me & have today been placed in duty at this place under the directions of the President [Jefferson Davis, President of the Confederacy]: I am willing to do anything I can do to help the noble cause we are engaged in, & to take any position; but the lower & more humble the position the more agreeable to me & the better qualified I should feel to fill it.
Secondary Source:
Robert Smalls was born into slavery in Beaufort, South Carolina. He was educated and trained as a deckhand and rigger on coastal transport steamships. By the time South Carolina seceded from the Union, Smalls was a pilot on *Planter*, the transport steamer serving Brigadier General Roswell Ripley, commander of the Second Military District of South Carolina. On May 13, 1862, while the white crew was ashore, Smalls, then 23, took over the ship, which was loaded with armaments for the rebel forts. He took on board his wife, his two children and other slaves, and sailed out towards the Union fleet, which was blockading the harbor. He passed by the Confederate forts and raised the white flag of surrender to the Union ship, *Onward*. For the rest of the war, Smalls was first the pilot and later the captain of *Planter*, and led the ship in attacks. After the war, he was elected to the South Carolina legislature, and served there and in the U.S. House of Representatives in the 1870s and 1880s. He died in 1915.

Primary Source:
From M. Dezendorf, “Report to the [U.S. Government] Committee on Naval Affairs, January 23, 1883”

... at 3:25 A. M., May 13, the *Planter* started on her perilous adventure, carrying nine men, five women and three children. Passing Fort Johnson the *Planter*’s steam-whistle blew the usual salute and she proceeded down the bay. Approaching Fort Sumter, Smalls stood in the pilot-house leaning out of the window with his arms folded across his breast, after the manner of [Confederate] Captain Relay, the commander of the boat, and his head covered with the huge straw hat which Captain Relay commonly wore on such occasions.

The signal required to be given by all steamers passing out, was blown as coolly as if General Ripley was on board, going out on a tour of inspection. Sumter answered by signal, "all right," and the *Planter* headed toward Morris Island .... passed beyond the range of Sumter’s guns before anybody suspected anything was wrong.... As the *Planter* approached the Federal fleet, a white flag was displayed, . . . [and] the [Union] ship *Onward* . . . opened her ports, and was about to fire into the *Planter*, when she noticed the flag of truce. As soon as the vessels came within hailing distance of each other, the *Planter*’s errand was explained. Union Captain Nichols then boarded her, and Smalls delivered the *Planter* to him.

...In December, 1863, while the *Planter*, then under command of Captain Nickerson, was sailing through Folly Island Creek, the Confederate batteries at Secessionville opened a very hot fire upon her. Captain Nickerson became demoralized, and left the pilot-house and secured himself in the coal-bunker. Smalls was on the deck, and finding out that the captain had deserted his post, entered the pilot-house, took command of the boat, and carried her safely out of the reach of the guns. For this conduct he was promoted ... to the rank of captain, and was ordered to act as captain of the *Planter*....
Secondary Source:

George Templeton Strong was born in New York in 1820. Strong graduated from Columbia College and went to work as a real estate lawyer in his father’s law firm. He was a strong supporter of the union, but never fought in the army. Strong found several ways to become involved in the Union’s efforts. He helped create the Sanitary Commission to help improve soldier health and recovery from battle wounds. Before the war ended, Strong and seven other men founded the Union League Club of New York to “cultivate a profound national devotion” and to “strengthen a love and respect for the Union.” Starting at age 15, Strong wrote in a diary almost every day. Below are excerpts from his diary.

Primary Source:

January 31, 1861. Three months ago, I thought with horror and incredulity [disbelief] of the chance that poor little South Carolina might be mad enough to “secede” alone. Now I am content to let her go...Let the barbarians ... rebel if they like, and call it “secession.” We can get on without them...We need not attempt to reconquer and retain the territories of the new Southern Confederacy. It cannot sustain itself long.

March 2, 1861. Much depends on the tone of Lincoln’s Inaugural ...the general belief is it will announce Lincoln’s intention to uphold the law.... The logic of the situation is inexorable [unquestionable], and war is the only possible deduction [interpretation] from the premises [evidence]. Civil war is at hand; within a week, if the fire-eaters of Charleston take the initiative and open their batteries on Fort Sumter, which they are like to do at once ....

March 20, 1861. In the Slave-ownian Confederacy, ... secession ignores or contradicts and overrides the “self-evident truths” of all the Democratic platforms .... The non-slaveholders and poor whites, who do the hurrahing and the lynching, are blindly assisting at their own political annihilation [destruction].

September 13, 1862: (written during an intense battle where Confederate successes led Lincoln to name a new general-in-chief of the Union Army) “Disgust with our present government is certainly universal. Even Lincoln himself has gone down at last.... This honest old codger [man] was the last to fall, but he has fallen. Nobody believes in him any more. I do not, though I still maintain him. I cannot bear to admit the country has no man to believe in, and that honest Abe Lincoln is not the style of goods we want just now.
Clinton Hatcher was a soldier in the Confederate army. He was white and came from August County, Virginia. Because he was an ordinary man who did not write a memoir [book about past experiences], not much is known about his life. Because he writes that he just voted in his first election, he was probably in his early 20s in 1861.

**Primary Sources:**

**Letter to “Miss Mary,” May 29, 1861**

…I think now that Virginia is invaded it is becoming [right] that every true Virginian should shoulder his rifle and march to the rescue. I should have enlisted sooner but disliked to go without the consent of my Parents and now that they have very reluctantly consented I am preparing to hurry on as fast as possible.

I had the pleasure of casting the first vote of my life last Thursday and was happy to give it in so good a cause as that of ratifying the ordinance of Secession....We have several abolitionists here round us but I can’t get any one to help me hang them. I wish I could....

**Letter to “Miss Mary,” June 21, 1861**

.... Last night there was so much noise that I found it impossible to sleep much with a soft pair of boot heels under my head... Our fare is splendid except that the coffee is so hot that it takes all the skin off of our mouths, the butter (what little we get) is old enough to vote, the beef is tougher than sole leather and the bread is hard and stale. I knew before I came into camp exactly what I would be compelled to endure and as it is in the cause of my country I am determined not to become dissatisfied and shall do all I can to keep others in good spirits. ... there are 1500 Yankees just across the river. Since I last wrote to you I have been riding nearly all the time trying to get more recruits for our company. Last Monday night I rode all night and until Noon on Tuesday. I do hope the Yankees will cross the river soon for they will keep us here for some time drilling and unless the Abolitionists come over to us we will not get a shot at them. My gun has a splendid bayonette and I hope to have an opportunity to use it....As I have been going round recruiting, the cowardice of some of our Virginia boys has made me wish I could swing them all to a limb. Any man who would not risk his life to defend such ladies as we have in the Old Dominion [Virginia] does not deserve the name of a Virginian....
Secondary Source:

Michael F. Rinker was a soldier in the Confederate army. He was a private in Company F, 136th Regiment of the Virginia Militia. This means that he was white and came from Virginia. Because he was an ordinary man who did not write a memoir [book about past experiences], not much is known about his life. He wrote the letter below after he had fought in the Battle of Spotsylvania Courthouse.

Primary Source:

Letter, dated May 17, 1864, addressed to his father and mother:

We have been so busy since we came over here, that indeed this is the first chance that I have had to write. The second day after we arrived here, we commenced fighting and it is not over yet. Father, indeed, for 5 days we were so busy fighting that we could hardly get time enough to eat our meals...There was one continual roar of thunder all the time from the artillery and small arms.

For six days the Battle was kept up, all the time day and night, in the dead hour of midnight, the cannon & musketry [rifles and guns] was thundering all the time. Column after column the Yankees pushed their men up to our Breastworks [defensive walls] and our men were cutting them down as fast as flies. The dead Yankees are heaped up in piles half as high as a man, in front of our Breastworks, and all around on the Battlefield the dead yanks are lying just as thick as they can be, and none of them buried, they will all rotten on top of the ground.

...Our men are still in line of Battle, day & night all the time; sometimes they commence [begin] fighting at midnight. There is no telling how much longer the fight will last. Our men lay in our Breastworks day and night. One night last week the yanks charged our Breastworks 9 different times, and every time our men run them back, with great slaughter. If I can get time I will write to you soon or as soon as I hear from you all. I will close.

Your son, Mike.
Secondary Source:

Charles Berry Senior was born in England in 1845, but he came with his family to the United States in 1857, when he was 12 years old. He lived in Rock Falls, Iowa. In 1864, when he was 19 years old, he enlisted in the Seventh Iowa Infantry. Charles served in the Union army for 18 months, and took part in General Sherman’s conquest of Atlanta and destructive “March to the Sea.” In the summer of 1865, Charles was discharged from the army and returned home to his family’s farm near Rock Falls, Iowa.

Primary Source:

Letter from Charles Berry Senior to his Father, May 17, 1864

I have not seen a part of what is called the horrors of war. Luckily I have not been called upon to suffer myself, but alas how many of our brave boys have. I still have but very narrowly escaped, almost miraculously been spared my life. I have heard the hissing of bullets the shrieking of shells & the loud bellowing of artillery. . . . The rest of the regiment were engaged & lost 54 killed & wounded. They drove the rebels however & killed & wounded ... many of them. We were skirmishing [fighting] by the flank [the side of the advancing enemy army] & when the battle was going on we were nearly in rear of the rebels...the bullets of our men came over the rebels & whistled around us. We came out of the wood to an opening & the rebels had retreated. Then came the scene of the killed & wounded; I can not describe it, so I will not attempt. But if it may be called satisfaction, I saw many of the rebels in their death agonies. One poor fellow begged of us to kill him. He said he would rather be dead than laying there. Though they had been fighting against us, I thought it was enough to soften the heart of the hardest man to see even a rebel in such a condition.

Paper is very scarce. I must stop. I could fill one volume nearly. I shall not be able to write home regular but you have the chance of writing regular to me & I wish you to do it.
CW4.4.12-Civil War Historical Figure Sources handout: Union Soldier John P. Wilson

Secondary Source:

John P. Wilson was a white Northerner who served in the Union army during the Civil War. He served in the 100th Infantry. Because he was an ordinary man who did not write a memoir [book about past experiences], not much is known about his life.

Primary Source:

Letter written on June 22, 1862

Dear Sister,

I embrace this opportunity to let you know that we are all well at present except Jim McCaskey and Hugh Wilson that you knewed. We had a big fight on the 16th of June. We attacked a fort close to Fort Sumpter. We had about 5000 men, and we had about 1000 killed, wounded and missing. Among the wounded was Hugh Wilson, but they think he will get well. He had one of his eyes shot out by a musket ball. Jim McCaskey and Jacob Leary fell dangerously wounded close to the fort, and we did not get the fort, and we could not find them, and we don’t know whether they are dead or if the rebels have them. They have some of our men and we have some of theirs.

We run up close to the fort, and the rebels were raining showers of grape [little pieces of metal shot from cannons], cannister, chains, and musketballs [shot from cannons], but I did not care for them a bit more than if it had been a shower of rain. Henry Guy has 3 holes through his blouse, but he is not hurt. There was one ball struck my bayonet. I was the only one standing for several rods [yards] around for a while. The rest laid down to avoid the grape, but I wanted to see where it was coming from. Several that laid down never got up again, but there was not one of the balls touched me. We could not get in the fort when we got to it. We stayed for over an hour and then we got the order to retreat. And I know you never saw a lot of men walk so slow, and every little bit they would stop and look back. I did not hear the order to retreat, and I did not go back until the Colonel told me to fall back to the regiment. And when I looked around I could not see only about 20 of our regiment. And I walked 3 times along in front of the fort, but the rebels did not hit me, but balls was flying as thick as hail.

But I expect you will have read all about the fight in the papers before you get this. And I think we will have the fort and maybe Charleston soon. We have the batteries [cannons] pretty near finished that will knock the fort clean off the ground.

General Benham is under Arest for taking the men in the way he did. General Wright is in command now. But I must close for this time, so good bye, Elli. I will write soon.

You must not be uneasy about us, for we want to try it again soon.
Secondary Source:

Susie King Taylor (1848-1912) was born in Georgia into a slave family. Despite the strict rules against education for African Americans in Georgia, Taylor went to two secret schools taught by black women, and later studied with two white young people. In April 1862, Taylor escaped slavery by going to the Union Army on St. Simons Island. The army officers there gave her books and asked her to start a school for the freed slaves. She married Edward King, a black noncommissioned officer in the Union army. She traveled with his regiment for 3 years, employed as a laundress, but spending most of her time nursing and caring for the soldiers. After the war, she and Edward went to Savannah, Georgia, where she opened a private school for children. Unable to support herself by teaching, she moved to Boston and became a domestic servant. She remarried Russell Taylor in the 1870s. In the 1890s, she wrote an autobiography, *Reminiscences of My Life in Camp with the 33d United States Colored Troops, Late 1st S.C. Volunteers*. She was the only African American woman to write and publish a memoir about her experiences in the Civil War.

She died in 1912.

Primary Source:

From Taylor’s book, *Reminiscences of My Life in Camp*

[In Georgia during the Civil War, every slave] had to have this pass, for at nine o’clock each night a bell was rung, and any colored persons found on the street after this hour were arrested by the watchman, and put in the guard-house until next morning, when their owners would pay their fines and release them. . . . About this time I had been reading so much about the “Yankees” I was very anxious to see them. The whites would tell their colored people not to go to the Yankees, for they would harness them to carts and make them pull the carts around, in place of horses. I asked grandmother, one day, if this was true. She replied, “Certainly not!” that the white people did not want slaves to go over to the Yankees, and told them these things to frighten them. “Don’t you see those signs pasted about the streets? one reading, ‘I am a rattlesnake; if you touch me I will strike!’ Another reads, ‘I am a wild-cat! Beware,’ etc. These are warnings to the North; so don’t mind what the white people say.” I wanted to see these wonderful “Yankees” so much, as I heard my parents say the Yankee was going to set all the slaves free.

... The first colored troops did not receive any pay for eighteen months, and the men had to depend wholly on what they received from the commissary, established by General Saxton. A great many of these men had large families, and as they had no money to give them, their wives were obliged to support themselves and children by washing for the officers of the gunboats and the soldiers, and making cakes and pies which they sold to the boys in camp. Finally, in 1863, the government decided to give them half pay, but the men would not accept this. They wanted “full pay” or nothing. They preferred rather to give their services to the state, which they did until 1864, when the government granted them full pay, with all the back pay due.... I was the wife of one of those men who did not get a penny for eighteen months for their services, only their rations and clothing....
Historical Figure: *Louisa May Alcott*

**Part I: Investigating the Secondary Source**

Date of Birth: 1832  Sex: Female  Race: Caucasian  Status: free or slave? Free

Residence: Massachusetts

What did this person do during the Civil War?
*Alcott worked as a nurse at the Union Hospital in Washington, D.C., and she wrote for magazines*

Supported which side during the Civil War?
*Alcott supported the Union*

Background Information (Ideas include: family, education, military training, hobbies, political party affiliation, and religion):
*Alcott’s parents were abolitionists and reformers, and Alcott herself was a social reformer as an adult. Her writings supported abolitionism.*

**Part II: Read the primary sources and fill in this information.**

List the three most important main ideas from the primary sources. Rewrite these main ideas in your own words.
- *Nursing was risky and difficult work, not unlike soldiering*
- *African-Americans of the 54th Regiment fought bravely*
- *These black soldiers proved their manhood*

What was the perspective of your historical figure? (If these details aren’t available, write “unknown”):
Regional Identity: Northerner
Date or time period: During the Civil War
Race: Caucasian
Class: *Middle
Gender: Female

Historical Context: When was the primary source written? 1863, during the war

What was happening around your historical figure at that time? (If your primary source was written after the end of the war in 1865, write down what was happening around your historical figure during the war):
*Alcott experienced the war as a nurse to wounded soldiers. As a northerner, she heard talk of abolitionism since childhood, which increased during the war*
Historical Figure: Louisa May Alcott (cont.)

Describe your historical figure’s perspective:
She was likely inclined to see the purpose of the war as ending slavery, something she supported with her writing. Alcott praised black soldiers who fought well for the Union and to free slaves, and she tried to influence her readers to view their efforts positively.

Select a quote from the primary source that represents your person, and explain the importance of the quote:

“the manhood of the colored race shines before many eyes that would not see, rings in many ears that would not hear, wins many hearts that would not hitherto [before this] believe.”

Alcott’s writing encourages those who may have held prejudices against blacks before to recognize their worth as soldiers, and as human beings.

List two things you have learned about your historical figure that you have not already stated:

Answers will vary

CW 4.3.2
Historical Figure: Ella Gertrude Clanton Thomas

Part I: Investigating the Secondary Source
Date of Birth: 1834   Sex: Female   Race: Caucasian   Status: free or slave? Free
Residence: Georgia

What did this person do during the Civil War?
Thomas was the mistress of a large plantation in Georgia during the war.

Supported which side during the Civil War?
Thomas supported the Confederacy

Background Information (Ideas include: family, education, military training, hobbies, political party affiliation, and religion):
Thomas was a daughter in a wealthy plantation family in Georgia. She received a college education, and then married a plantation owner.

Part II: Read the primary sources and fill in this information.
Historical Figure: Ella Gertrude Clanton Thomas (cont.)

List the three most important main ideas from the primary sources. Rewrite these main ideas in your own words.

Thomas was angry at Sherman for his treatment of southern civilians and their property
Thomas lost a good deal of wealth after Sherman’s raid
Thomas was relieved to be free of the responsibility of owning people (slaves)

What was the perspective of your historical figure? (If these details aren’t available, write “unknown”):
Regional Identity: Southerner
Date or time period: During the War
Race: Caucasian
Class: Upper
Gender: Female
Historical Context: When was the primary source written? At the end of the war

What was happening around your historical figure at that time? (If your primary source was written after the end of the war in 1865, write down what was happening around your historical figure during the war):
Thomas lived as the mistress on a southern plantation during the war, and she owned slaves during the war. She did not see the fighting, but when General Sherman marched through she felt the destruction caused by war.

Describe your historical figure’s perspective:
Thomas supported the Confederacy, though by the end of the war she was glad to see the end of slavery, and wished the former slaves well. She saw no honor in the North’s position.

Select a quote from the primary source that represents your person, and explain the importance of the quote:

“As to the emancipation of the Negroes, while there is of course a natural dislike to the loss of so much property in my inmost soul I cannot regret it – I always felt that there was a great responsibility – It is in some degree a great relief to have this feeling removed. For the Negroes I know that I have the kindest possible feeling – For the Yankees who deprive us of them I have no use whatever. I only hope I shall see very little of them.”

Thomas had no respect for the northern troops under General Sherman who attacked southern property, but she had mixed feelings about the result of this raid, for she was relieved to no longer be the mistress of slaves.

List two things you have learned about your historical figure that you have not already stated:
Answers will vary.
**Part I: Investigating the Secondary Source**

**Date of Birth:** 1808  
**Sex:** Male  
**Race:** Caucasian  
**Status:** Free or slave? **Free**

**Residence:** Mississippi

What did this person do during the Civil War?  
*Davis served as the president of the Confederate States of America*

Supported which side during the Civil War?  
*Davis supported the Confederacy*

**Background Information (Ideas include: family, education, military training, hobbies, political party affiliation, and religion):**  
*Davis was a Southerner who trained at the West Point Military Academy, fought in the Mexican-American War, served as a U.S. Senator (but resigned when Mississippi seceded), and then was elected president of the Confederacy.*

**Part II: Read the primary sources and fill in this information.**

List the three most important main ideas from the primary sources. Rewrite these main ideas in your own words.

*Davis believed in the right of the states to secede based on the idea of state sovereignty*  
*Southerners had to secede to protect their interests from destruction by the federal government*  
*The example of the founding fathers fight for independence gives states the right to fight for their own independence from a government they see as hurtful*

What was the perspective of your historical figure?  
**Regional Identity:** Southerner  
**Date or time period:** Preceding war  
**Race:** Caucasian  
**Class:** *Upper  
**Gender:** Male  
**Historical Context:** When was the primary source written?  
*After Lincoln’s election, and before the outbreak of the war*

What was happening around your historical figure at that time?  
*Davis was serving as a U.S. Senator from Mississippi when he spoke about secession in the wake of Lincoln’s election.*
Historical Figure: **Jefferson Davis (cont.)**

Describe your historical figure’s perspective:

*Davis was a Southerner who fiercely supported states’ rights. He looked to the example of the founding fathers as providing the foundation for fighting against a government that seemed opposed to southern interests.*

Select a quote from the primary source that represents your person, and explain the importance of the quote:

“... when you deny to us the right to withdraw from a Government which thus perverted threatens to be destructive of our rights, we but tread in the path of our fathers when we proclaim our independence, and take the hazard.”

*Davis saw secession as an acceptable, even noble move.*

List two things you have learned about your historical figure that you have not already stated:

*Answers will vary.*

**CW 4.3.4**

**Historical Figure: Frederick Douglass**

**Part I: Investigating the Secondary Source**

- **Date of Birth:** 1808?  
- **Sex:** Male  
- **Race:** Black  
- **Status:** Free or slave? *Free (at the time of speech)*

- **Residence:** Massachusetts

What did this person do during the Civil War?

*Douglass spoke and wrote about the evils of slavery*

Supported which side during the Civil War?

*Douglass supported the Union*

Background Information (Ideas include: family, education, military training, hobbies, political party affiliation, and religion):

*Douglass was a slave by birth, and fled to the north to escape bondage. He was a manual laborer for three years before publicly speaking out against slavery. He went on to write about his experiences as a slave, and sharing his perspective of the horrors of slavery through autobiography and newspapers.*

**Part II: Read the primary sources and fill in this information.**
Historical Figure:  Frederick Douglass (cont.)

List the three most important main ideas from the primary sources. Rewrite these main ideas in your own words.

Douglass believed slavery was immoral, and counter to the ideas of freedom promoted in the Constitution
The United States was wrong to allow slavery to exist
Douglass saw the Civil War as hinges on the issue of slavery from the beginning

What was the perspective of your historical figure? (If these details aren’t available, write “unknown”):
Regional Identity: Less about a place (North or South), and more about his experience as a one-time slave, and now free man fighting for equal rights
Date or time period: Before and after the Civil War
Race: Black
Class: *unclear
Gender: Male

Historical Context: When was the primary source written?
His first speech was a decade before the war, and his book two decades after

What was happening around your historical figure at that time? (If your primary source was written after the end of the war in 1865, write down what was happening around your historical figure during the war):
Douglass spoke and wrote after he became a free man, and he watched as the country debated abolitionism before the war, and reflected on the significance of the war after it ended.

Describe your historical figure’s perspective:
Douglass was born a slave, which led him to hate the institution of slavery. He found a way to escape slavery personally, but strongly believed that he needed to convince Americans of the evilness of holding people in bondage.

Select a quote from the primary source that represents your person, and explain the importance of the quote:
“I will, in the name of humanity which is outraged, in the name of liberty which is fettered [chained], in the name of the Constitution and the Bible which are disregarded and trampled upon, dare to call in question and to denounce, with all the emphasis I can command, everything that serves to perpetuate slavery – the great sin and shame of America!”

Douglass was passionate about ending slavery, for he saw it as entirely evil.

List two things you have learned about your historical figure that you have not already stated:

Answers will vary.
**CW 4.3.5**  
**Historical Figure: Harriet A. Jacobs**

**Part I: Investigating the Secondary Source**

Date of Birth: **1813**  
Sex: **Female**  
Race: **Black**  
Status: free or slave? **Free (at the time of speech)**  
Residence: **New York**

What did this person do during the Civil War?  
*Jacobs worked in Virginia providing aid to former slaves, including education.*

Supported which side during the Civil War?  
*Jacobs supported the Union*

Background Information (Ideas include: family, education, military training, hobbies, political party affiliation, and religion):  
*Jacobs was a slave by birth, and fled to the north to escape bondage. She joined the abolitionist cause, and wrote of her experiences as a slave in hopes of persuading others toward abolitionism. During the war she provided direct aid to blacks going through the transition from slavery to freedom.*

**Part II: Read the primary sources and fill in this information.**

List the three most important main ideas from the primary sources. Rewrite these main ideas in your own words.  
*Jacobs wrote with passion against the evils of slavery, especially upon women*  
*Freedom often meant physical hardship for former slaves as they escaped to Union lines*  
*Jacobs worried that former slaves would continue to suffer even after gaining freedom*

What was the perspective of your historical figure?  
If these details aren’t available, write “unknown”:

Regional Identity: **Less about a place (North or South), and more about her experience as a one-time slave, and now a free woman opposing slavery**

Date or time period: **During the Civil War**

Race: **Black**

Class: **unclear**

Gender: **Female**

Historical Context: When was the primary source written? **In the early parts of the war**

What was happening around your historical figure at that time?  
If your primary source was written after the end of the war in 1865, write down what was happening around your historical figure during the war:  
*Jacobs responded to the conditions of former slaves as they made their way to Union lines and achieved freedom – and she wanted to help them in their difficult position.*
Historical Figure: Harriet A. Jacobs (cont.)

Describe your historical figure’s perspective:

*Jacobs knew first-hand the evils of slavery, and wanted to bring it to an end throughout the country. Moreover, she wanted to provide assistance to former slaves to help them have greater opportunities now that they were free.*

Select a quote from the primary source that represents your person, and explain the importance of the quote:

*"I found men, women and children all huddled together, without any distinction or regard to age or sex. Some of them were in the most pitiable condition. Many were sick with measles, diphtheria, scarlet and typhoid fever [deadly diseases]... I felt that their sufferings must be unknown to the people... Those tearful eyes often looked up to me with the language, "Is this freedom?""

*Jacobs worried that just ending slavery alone would not solve the former slaves’ problems.*

List two things you have learned about your historical figure that you have not already stated:

*Answers will vary.*

CW 4.3.6

Historical Figure: Robert E. Lee

Part I: Investigating the Secondary Source

Date of Birth: 1807   Sex: Male   Race: White   Status: free or slave? Free

Residence: Virginia

What did this person do during the Civil War?

*Lee was a General in the Confederate Army*

Supported which side during the Civil War?

*Lee supported the Confederacy*

Background Information (Ideas include: family, education, military training, hobbies, political party affiliation, and religion):

*Lee was a soldier by training (at the West Point Military Academy), and served in the U.S. Army until Virginia seceded from the Union. Lee accepted command of Confederate Army.*

Part II: Read the primary sources and fill in this information.
Historical Figure: Robert E. Lee (cont.)

List the three most important main ideas from the primary sources. Rewrite these main ideas in your own words.

*Lee struggled with the choice to resign from the U.S. Army*
*Lee believed Virginia’s rights were worth fighting for, even against the Army he had long been loyal to.*
*Lee apparently did not want a high post in the Confederate Army*

What was the perspective of your historical figure? (If these details aren't available, write “unknown”):
Regional Identity: Southerner
Date or time period: During the Civil War
Race: *White*
Class: *Middle*
Gender: *Male*
Historical Context: When was the primary source written? *In the early parts of the war*

What was happening around your historical figure at that time? (If your primary source was written after the end of the war in 1865, write down what was happening around your historical figure during the war):
*Lee watched as statesmen from Virginia chose to secede from the Union, and then to fight against the Union.*

Describe your historical figure’s perspective:
*Lee was a trained soldier who believed his loyalty belonged first and foremost to his native state, not the federal government.*

Select a quote from the primary source that represents your person, and explain the importance of the quote:
“...Save in the defense of my native state shall I ever again draw my sword...”

*Lee saw his loyalty belonging to his home state of Virginia, and believed it was worth fighting for.*

List two things you have learned about your historical figure that you have not already stated:
*Answers will vary.*

CW 4.3.7

Historical Figure: Robert Smalls

Part I: Investigating the Secondary Source

Date of Birth: *1839*  Sex: *Male*  Race: *Black*  Status: free or slave? *Slave before 1862; free after*

Residence: *South Carolina*
Historical Figure: Robert Smalls (cont.)

What did this person do during the Civil War?
*Smalls was a slave working for a Confederate master, he stole his master's boat, escaped to the Union fleet, and then he fought for the Union.*

Supported which side during the Civil War?
*Smalls supported the Union*

Background Information (Ideas include: family, education, military training, hobbies, political party affiliation, and religion):
*Smalls was born into slavery and given training as a sailor. He first served on ships fighting for the Confederacy, but was determined to earn his freedom by escaping to the Union lines. He then fought for the Union.*

Part II: Read the primary sources and fill in this information. List the three most important main ideas from the primary sources. Rewrite these main ideas in your own words.

- Smalls impersonated his commander in order to flee to the Union lines
- Smalls risked punishment if the Confederates had discovered his plan to escape, and could have been shot by the Union for approaching their ships
- Smalls considered the risk acceptable in order to find freedom for himself and his family

What was the perspective of your historical figure? (If these details aren’t available, write “unknown”):
Regional Identity: Less about a place (North or South), and more about his experience as a one-time slave
Date or time period: During the Civil War
Race: Black
Class: slave, and then poor or middle
Gender: Male

Historical Context: When was the primary source written? After the Civil War

What was happening around your historical figure at that time? (If your primary source was written after the end of the war in 1865, write down what was happening around your historical figure during the war):
*Smalls was right by Fort Sumter at the beginning of the war, and the Union navy was just outside the harbor. Because of his location and his sailing knowledge, he could escape (and help others escape) slavery very early in the war.*

Describe your historical figure’s perspective:
*Smalls believed in his right to escape slavery and to fight against it.*

Select a quote from the primary source that represents your person, and explain the importance of the quote:
“As the Planter approached the Federal fleet, a white flag was displayed, . . . [and] the [Union] ship Onward . . . opened her ports, and was about to fire into the Planter, when she noticed the flag of truce. As soon as the vessels came within hailing distance of each other, the Planter’s errand was explained. Union Captain Nichols then boarded her, and Smalls delivered the Planter to him.”

Smalls’ first objective was to escape slavery, and then to help the Union cause.

List two things you have learned about your historical figure that you have not already stated:

Answers will vary.

Historical Figure: George Templeton Strong

Part I: Investigating the Secondary Source

Date of Birth: 1820   Sex: Male   Race: White   Status: free or slave? Free

Residence: New York

What did this person do during the Civil War?

Strong developed a sanitary commission to aid soldiers, and a patriotic club.

Supported which side during the Civil War?

Strong supported the Union

Background Information (Ideas include: family, education, military training, hobbies, political party affiliation, and religion):

Strong was born in the North and was educated at Columbia College. He was a lawyer, and never did fight in the war, though he supported the Army’s efforts.

Part II: Read the primary sources and fill in this information.

List the three most important main ideas from the primary sources. Rewrite these main ideas in your own words.

Strong thought little of the South’s cause, and ability to succeed
Strong does not believe secession is in the interest of the non-slaveholding Southerners
Confederate battle victories shake northerners’ support of their leaders

What was the perspective of your historical figure? (If these details aren’t available, write “unknown”):

Regional Identity: Northerner
Historical Figure: **George Templeton Strong (cont.)**

Date or time period: *During the Civil War*
Race: *White*
Class: *Middle*
Gender: *Male*

Historical Context: When was the primary source written? *During the Civil War*

What was happening around your historical figure at that time? (If your primary source was written after the end of the war in 1865, write down what was happening around your historical figure during the war):
*Strong was following the successes and failures of the Union Army, and was a civilian who showed his support for the troops and their efforts.*

Describe your historical figure’s perspective:
*Strong did not respect the South’s decision to secede, and eventually supported the idea of fighting to keep the South in the Union.*

Select a quote from the primary source that represents your person, and explain the importance of the quote:

> "secession ignores or contradicts and overrides the “self-evident truths” of all the Democratic platforms .... The non-slaveholders and poor whites, who do the hurrahing and the lynching, are blindly assisting at their own political annihilation [destruction].”

*Strong disagrees with the idea that secession promotes liberty, especially for all of the non-slaveholding whites in the South.*

List two things you have learned about your historical figure that you have not already stated:

*Answers will vary.*

**CW 4.3.9**

**Historical Figure: Clinton Hatcher**

**Part I: Investigating the Secondary Source**

Residence: *Virginia*

What did this person do during the Civil War?
*Hatcher fought as a soldier in the Confederate Army.*
Historical Figure: Clinton Hatcher (cont.)

Supported which side during the Civil War?
*Hatcher supported the Confederacy.*

Background Information (Ideas include: family, education, military training, hobbies, political party affiliation, and religion):
*All that is known is that Hatcher came from August County, Virginia.*

**Part II: Read the primary sources and fill in this information.**
List the three most important main ideas from the primary sources. Rewrite these main ideas in your own words.

- *Hatcher believes in the idea of secession*
- *Hatcher thinks that abolitionists, and southerners afraid to fight, should be hung*
- *Soldiering life is difficult and at times boring*

What was the perspective of your historical figure? (If these details aren’t available, write “unknown”):
Regional Identity: *Southerner*

Date or time period: *During the Civil War*

Race: *White*

Class: *unknown*

Gender: *Male*

Historical Context: When was the primary source written? *During the Civil War*

What was happening around your historical figure at that time? (If your primary source was written after the end of the war in 1865, write down what was happening around your historical figure during the war):
*Hatcher was in the Confederate Army in Virginia, and made the rounds to nearby Virginians to try to get them to enlist.*

Describe your historical figure’s perspective:
*Hatcher believed with conviction Virginia’s right to secede, and the value of fighting to protect Virginia traditions.*

Select a quote from the primary source that represents your person, and explain the importance of the quote: 
*“I had the pleasure of casting the first vote of my life last Thursday and was happy to give it in so good a cause as that of ratifying the ordinance of Secession….We have several abolitionists here round us but I can’t get any one to help me hang them. I wish I could...”*

*Hatcher is proud of his vote for secession, and feels compelled to do his part to repel the Union (including abolitionists).*
Historical Figure: *Clinton Hatcher* (cont.)

List two things you have learned about your historical figure that you have not already stated:

*Answers will vary.*

**CW 4.3.10**

**Historical Figure: Michael Rinker**

**Part I: Investigating the Secondary Source**

Date of Birth: ?  
Sex: *Male*  
Race: *White*  
Status: free or slave? *Free*  
Residence: *Virginia*

What did this person do during the Civil War?  
*Rinker fought as a soldier in the Confederate Army.*

Supported which side during the Civil War?  
*Rinker supported the Confederacy.*

Background Information (Ideas include: family, education, military training, hobbies, political party affiliation, and religion):  
*All that is known is that Rinker lived in Virginia.*

**Part II: Read the primary sources and fill in this information.**

List the three most important main ideas from the primary sources. Rewrite these main ideas in your own words.

* Battles were gruesome and long  
* The Union Army repeatedly sent troops against Breastworks  
* Soldiering life is difficult

What was the perspective of your historical figure? (If these details aren’t available, write “unknown”):  
Regional Identity: *Southerner*  
Date or time period: *During the Civil War*  
Race: *White*  
Class: *unknown*  
Gender: *Male*  
Historical Context: When was the primary source written? *During the Civil War*
Historical Figure: Michael Rinker (cont.)

What was happening around your historical figure at that time? (If your primary source was written after the end of the war in 1865, write down what was happening around your historical figure during the war): 
*Rinker was in the Confederate Army in Virginia, and part of intense battle.*

Describe your historical figure’s perspective:
*This excerpt does not provide clear evidence of Rinker’s perspective, but he appears to believe in the Southern cause.*

Select a quote from the primary source that represents your person, and explain the importance of the quote:

“For six days the Battle was kept up, all the time day and night, in the dead hour of midnight, the cannon & musketry [rifles and guns] was thundering all the time. Column after column the Yankees pushed their men up to our Breastworks [defensive walls] and our men were cutting them down as fast as flies.”

The war threatened to destroy all who were involved.

List two things you have learned about your historical figure that you have not already stated:

*Answers will vary.*

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**CW 4.3.11**

Historical Figure: Charles Berry Senior

**Part I: Investigating the Secondary Source**

Date of Birth: 1845  
Sex: Male  
Race: White  
Status: free or slave? Free

Residence: Iowa

What did this person do during the Civil War?
*Berry fought as a soldier in the Union Army.*

Supported which side during the Civil War?
*Berry supported the Union.*

Background Information (Ideas include: family, education, military training, hobbies, political party affiliation, and religion):
*Berry was British by birth, but moved to the States when he was 12. Seven years later he enlisted in the Union Army.*
Historical Figure: **Charles Berry Senior (cont.)**

**Part II: Read the primary sources and fill in this information.**

List the three most important main ideas from the primary sources. Rewrite these main ideas in your own words.

- *Death was always near as a soldier*
- *Battles could be disorienting, and a soldier could be struck by a soldier on his own side*
- *Berry felt sympathy for the dying Confederates*

What was the perspective of your historical figure? (If these details aren’t available, write “unknown”):

- Regional Identity: *Westerner*
- Date or time period: *During the Civil War*
- Race: *White*
- Class: *unknown*
- Gender: *Male*

Historical Context: When was the primary source written? *During the Civil War*

What was happening around your historical figure at that time? (If your primary source was written after the end of the war in 1865, write down what was happening around your historical figure during the war):

- *Berry fought alongside Union soldiers during intense battle. He had some interaction with the Confederate soldiers.*

Describe your historical figure’s perspective:

*This excerpt does not provide clear evidence of Senior’s perspective, but he was willing to risk his life for the Union (despite being a native Englishman), and had some feelings of sympathy for the dying Confederate soldiers.*

Select a quote from the primary source that represents your person, and explain the importance of the quote:

*“One poor fellow begged of us to kill him. He said he would rather be dead than laying there. Though they had been fighting against us, I thought it was enough to soften the heart of the hardest man to see even a rebel in such a condition.”*

*War was brutal, and sometimes made soldiers recognize one another as fellow human beings, instead of enemies.*

List two things you have learned about your historical figure that you have not already stated:

*Answers will vary.*
**CW 4.3.12**

**Historical Figure: John P. Wilson**

**Part I: Investigating the Secondary Source**

Date of Birth: ?     Sex: Male     Race: White     Status: Free or slave? Free

Residence: ?

What did this person do during the Civil War?

*Wilson fought as a soldier in the Union Army.*

Supported which side during the Civil War?

*Wilson supported the Union.*

Background Information (Ideas include: family, education, military training, hobbies, political party affiliation, and religion):

*Not much is known about Wilson but that he fought for the Union Army.*

**Part II: Read the primary sources and fill in this information.**

List the three most important main ideas from the primary sources. Rewrite these main ideas in your own words.

*Death was always near as a soldier*

*Soldiers could risk everything just to have to retreat in the end, and then turn around and fight a nearly identical battle the next day*

*Wilson seemed relatively unafraid during battle*

What was the perspective of your historical figure? (If these details aren’t available, write “unknown”):

Regional Identity: *unknown*

Date or time period: *During the Civil War*

Race: White

Class: *unknown*

Gender: Male

Historical Context: When was the primary source written? *During the Civil War*

What was happening around your historical figure at that time? (If your primary source was written after the end of the war in 1865, write down what was happening around your historical figure during the war):

*Wilson fought alongside Union soldiers during intense battle. He paid attention to his friends/relatives during battle, and to the politics of the Army.*
**Historical Figure: John P. Wilson (cont.)**

Describe your historical figure’s perspective:
*This excerpt does not provide clear evidence of Wilson’s perspective, but he was willing to risk his life for the Union.*

Select a quote from the primary source that represents your person, and explain the importance of the quote:

“You must not be uneasy about us, for we want to try it again soon.”

Soldiers like Wilson were committed to fighting until they achieved victory.

List two things you have learned about your historical figure that you have not already stated:

*Answers will vary.*

**CW 4.3.13**

**Historical Figure: Susie King Taylor**

**Part I: Investigating the Secondary Source**

Date of Birth: 1848   Sex: Female   Race: Black   Status: free or slave? Free (at the time of writing)

Residence: The North it seems, at the time of writing

What did this person do during the Civil War?
Taylor fled to the Union lines and taught school to newly freed blacks at first, and later serving the soldiers in her husband’s regiment.

Supported which side during the Civil War?
Taylor supported the Union.

Background Information (Ideas include: family, education, military training, hobbies, political party affiliation, and religion):
Taylor was born a slave and escaped to the Union lines during the War. She was well-educated, taught newly freed slaves, and continued to work throughout her life. She saw battle as she followed her husband’s regiment during the War.

**Part II: Read the primary sources and fill in this information.**
Historical Figure: **Susie King Taylor (cont.)**

List the three most important main ideas from the primary sources. Rewrite these main ideas in your own words.

- Southern whites tried to scare slaves from fleeing to the Union lines by claiming Northerners would mistreat them
- Black Union soldiers had to fight for their pay from the government
- Families of black soldiers had a particularly hard time supporting themselves while the husband/father was away without pay.

What was the perspective of your historical figure? (If these details aren’t available, write “unknown”):
Regional Identity: *unclear
Date or time period: *During the Civil War*
Race: *Black*
Class: *unknown*
Gender: *Female*

Historical Context: When was the primary source written? *After the Civil War*

What was happening around your historical figure at that time? (If your primary source was written after the end of the war in 1865, write down what was happening around your historical figure during the war):
Taylor was a slave at the beginning of the war, but became part of the Union Army, so she saw life on both sides of the conflict.

Describe your historical figure’s perspective:
Taylor believed the Northerners must be better than the white Southerners who kept her in bondage, though she could not help but notice the unequal treatment of the black Union soldiers until they demanded “full pay” or nothing.

Select a quote from the primary source that represents your person, and explain the importance of the quote:

“I wanted to see these wonderful "Yankees" so much, as I heard my parents say the Yankee was going to set all the slaves free...”

Taylor, like many slaves, would rather risk escaping to the Union lines than stay in slavery, even though they did not know what to expect once they arrived among the Northerners.

List two things you have learned about your historical figure that you have not already stated:

*Answers will vary.*
Civil War Lesson #5: Lincoln’s Speeches

Major Topics:
- Review of the Declaration of Independence
- Lincoln’s Address to the Illinois Republican Convention (the “House Divided” Speech)
- Lincoln’s First Inaugural Address
- The Emancipation Proclamation
- The Gettysburg Address
- Lincoln’s Second Inaugural Address

Why Did Lincoln Fight?

Abraham Lincoln’s public justification for war evolved over his years in public office. In fact, the entire meaning of freedom and equality - ideals of the Declaration of Independence – evolved during the war as well. As a senatorial candidate in the 1850s, Lincoln argued for the preservation of the Union and against the expansion of slavery to the west. As the war progressed, he emphasized freedom and the abolition of slavery more. While Lincoln’s most famous act may have been freeing the slaves and so bringing “a new birth of freedom,” some historians argue that this was not his original intention.

This lesson gives students the opportunity to make their own interpretations to answer the focus question, using specific evidence from Lincoln’s speeches and comparisons with the Declaration of Independence. Sentence deconstruction activities help students understand Lincoln’s symbolism, abstraction, and 19th-century prose.
Procedures

Step 1: Reviewing the Declaration of Independence (Class Time: 20 minutes)

Distribute copies of CW5.1, The Declaration of Independence, and go over the excerpt, noting the goals of the document and the major ideas listed and explained below, with the whole class. Ask students to turn to one or two neighbors, and talk about how the writers of the Declaration would define freedom, based upon this excerpt. Have a few students share their definitions with the entire class. Ask them about the connection between the ideals of the Declaration of Independence and the reality of slavery. Many people in 1860 did not believe that slaves/black people (or Native Americans, or other non-white people, or women) should be equal to white men. One of the big questions historians ask about the Civil War is what Lincoln thought about abolishing slavery and bringing equality to freed slaves. No one can really know, because we cannot read Lincoln’s mind. Tell students that they will be investigating Lincoln’s perspective and how he dealt with the large questions of preserving the union, slavery, and extending freedom and rights. Finally, explain to students that they will examine how Lincoln’s argument for war seemed to evolve over time.

Step 2: Predicting the Big Ideas (Class Time: 30 minutes)

Announce the lesson focus question: “Why did Lincoln Fight?” and tell them that they will be researching this question using five of Lincoln’s speeches. Divide the class into five groups and give each group a different word cloud: The House Divided Word Cloud (CW5.2.1); The First Inaugural Address Word Cloud (CW5.2.2); The Emancipation Proclamation Word Cloud (CW5.2.3); The Gettysburg Address Word Cloud (CW5.2.4); and The Second Inaugural Address Word Cloud (CW5.2.5). Explain how the word cloud works (it contains all the words in the speech; the larger the word, the more often it appears in the graphic). Ask groups to discuss which words are most prominent in their word cloud, and what they predict the speech will tell them about Lincoln’s reasons for fighting the war. Ask a volunteer from each of the five groups to share their predictions about the speech. Chart these findings on butcher paper and post on the wall under the heading, “Why did Lincoln Fight?”

Step 3: Analyzing Lincoln’s Speeches (Class Time: 150 minutes)

Distribute Analyzing Lincoln’s Speeches (CW5.3). Starting with the House Divided speech (CW5.3.1), introduce each document with a brief outline of background information, emphasizing the historical context of the speech, which is summarized in the “Background” section of each document. Read or have students read the excerpt aloud, and then silently to themselves. Direct students to underline the sentence(s) that gives Lincoln’s reason(s) for fighting the war. Next, have students use the sentence deconstruction activity to help them focus on a small section of the excerpt. See Instructions for Sentence Deconstruction (CW5.4) for step-by-step procedures for this literacy strategy. If the students need more literacy support, guide them through the questions using the Additional Literacy Strategy for Analyzing Lincoln’s Speeches (CW5.6). Then divide students into pairs, have them re-read the document to answer the excerpt analysis questions: What is Lincoln’s argument? How does this speech relate to the Declaration of Independence? What does this speech tell us about the Lincoln’s reasons for fighting?
Procedures (continued)

Repeat for Lincoln’s First Inaugural (CW5.3.2), the Emancipation Proclamation (CW5.3.3, the Gettysburg Address (CW5.3.4), and Lincoln’s Second Inaugural (CW5.3.5.) When they are done, discuss any new information and insights they have gained, to return once again to the lesson focus question, “Why did Lincoln Fight?” Chart their answers to the last question on the butcher paper (see Wall Chart: Why Did Lincoln Fight? [CW5.5] for a model).

Step 4: Making an Interpretation (Class Time: 50 minutes)

Distribute Historical Interpretation: How did Lincoln’s reasons for fighting change over time? (CW5.7) Read aloud and discuss with students the explanation of change over time and the shift in the focus question. Review the three interpretation starters to explain change patterns and divide them into small groups. Tell them to discuss the question, choose one of the interpretation starters, and fill it in to create an interpretation, using CW5.3, as well as the class notes on the wall chart. Then instruct students to fill out the EAR Evidence chart. Finally, have students return to their Historical Figure profile (CW4.1) to answer the final question, which asks them to speculate about the response their figure might make to these speeches. If time permits, ask a few to share their interpretations and one or two pieces of evidence from the EAR chart that they find most convincing.

After collecting student papers, ask students what they have learned about the meaning of freedom from this lesson. Add their comments to the Freedom Wall. Make sure that the students understand:

- Even though Lincoln is famous for abolishing slavery, he did not enter into the Civil War with the public goal of ending slavery. His main reason was to preserve the Union.
- With the Emancipation Proclamation, Lincoln changed his (public) reasons for fighting the war to include freedom for the slaves, while still keeping the reason of preserving the Union.
- The end of slavery during the Civil War marked a fuller realization of the ideals of the Declaration of Independence.

Step 5: Ready to Move On Quiz

Distribute Ready to Move On Quiz #2 (CW5.8) and have students complete it. Use the diagnostic matrix in the key to check student mastery of lessons 3 through 5.
Modifications / Support for Student Literacy

The Declaration of Independence (CW5.1)
This document includes a specific excerpt from the Declaration and then an explanation of each part of the excerpt. If students are not challenged by the language, feel free to disregard the notes below the excerpt.

Analyzing Lincoln’s Speeches (CW5.3)
Each excerpt includes a sentence deconstruction activity, designed to support student reading comprehension. CW5.4 has detailed instructions for teaching this literacy strategy. We also offer an Additional Literacy Strategy for Analyzing Lincoln’s Speeches (CW5.6) to accomplish the same goals. If students are familiar with the sentence deconstruction method, the teacher can model the entire procedure for the first speech with the whole class, and then divide the class into groups. Each group would then do the procedure (sentence deconstruction and excerpt analysis) for one additional speech. When they are finished, each group would report their answers to the class, while the teacher corrects any misconceptions.

Making an Interpretation (CW5.7)
The purpose of the interpretation starters is to structure the development of the students’ interpretations. If students do not need this level of support and structure, disregard these structures. It is strongly recommended that you have students at all levels complete the EAR Evidence chart. If time permits, have students write a paragraph answering the prompt.

Short-Track Schedule:
If you are short of time, follow this procedure for a 125-minute lesson.
- Step 1: Skip.
- Step 2: Complete the group activity, but skip charting the group findings.
- Step 3: Do the full procedure, but only for two speeches, the First Inaugural Address (CW5.3.2) and the Gettysburg Address (CW5.3.4). Use the Wall Chart: Why Did Lincoln Fight (CW5.5) as a handout. Review the ideas of the remaining speeches with the whole class.
- Step 4: Complete. You will need to modify the EAR chart for two points, rather than three.
The Declaration of Independence officially declared America’s independence from Great Britain. In addition, the document listed a number of complaints against King George, and most importantly, explained a political philosophy that bound the new country together, inspired leaders before, during, and after the Civil War, and continues to guide our democracy today.

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government....”

Important quotes, with explanations, to remember from the Declaration:

- “... all men are created equal.”
- “that they are endowed by their Creator with certain unalienable Rights,”
  - God has given men rights that cannot be taken away. These are often referred to as “natural rights.”
- “that among these are Life, Liberty and the pursuit of Happiness.”
  - These rights include the right to Life, Liberty [freedom] and the pursuit of Happiness [widely considered the right to own property].
- “That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed”
  - To protect these rights, people create governments. These governments have authority or power only when given to them by the people.
- “That whenever any Form of Government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new Government....”
  - Citizens have the right to change or get rid of a government when it doesn’t protect their natural rights.
CW5.2.2- Lincoln’s First Inaugural Address (March 4, 1861) Word Cloud
CW5.2.4- The Gettysburg Address (November 19, 1863) Word Cloud
CW5.2.5- Lincoln’s Second Inaugural Address (March 4, 1865) Word Cloud
CW5.3.1- Analyzing Lincoln’s Speeches: “House Divided” (June 16, 1858)

Word Cloud Prediction: What did the word cloud of this speech tell us about Lincoln’s reason for going to war?

Abraham Lincoln, half-length portrait, facing right, probably 1858, printed later. Source: Library of Congress. http://www.loc.gov/pictures/item/2009630653/

Background: Lincoln gave this speech in Springfield, Illinois, at the close of the Republican State convention which named him as the Republican candidate for U. S. Senator. Senator Douglas, a Democrat, was not present. This was before the Civil War, when both men were running for the U.S. Senate. Lincoln lost to Douglas.

Excerpt:

“...A house divided against itself cannot stand. 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 it will cease to be divided. It will become all one thing, or all the other. 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....”

Sentence Deconstruction:

<table>
<thead>
<tr>
<th>Historical Actors (who is doing this?)</th>
<th>Action words (verbs/verb phrases)</th>
<th>Who, What, Where Message</th>
<th>Questions or conclusions-What connections can you make from this information?</th>
</tr>
</thead>
<tbody>
<tr>
<td>believe</td>
<td></td>
<td></td>
<td>What does Lincoln believe will happen to the division of the U.S. into slave and free states?</td>
</tr>
<tr>
<td>cannot endure permanently</td>
<td>half slave and half free</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Civil War Lesson #5: Lincoln’s Speeches
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### CW5.3.1- Analyzing Lincoln’s Speeches (“House Divided,” continued)

**Excerpt Analysis:**

<table>
<thead>
<tr>
<th>Review: Ideas from the Declaration of Independence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• “All men are created equal”</td>
</tr>
<tr>
<td>• People have rights given to them by God, which include the right to life, liberty, and the pursuit of happiness (understood to include property)</td>
</tr>
<tr>
<td>• Citizens have the right to change, get rid of, or create new governments when they don’t protect the peoples’ (natural) rights</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does the “House Divided” speech relate to the Declaration of Independence? If so, how? If not, why not?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What was Lincoln arguing?</th>
</tr>
</thead>
</table>

Lincoln made this speech two years before the Civil War began. What does this speech tell you about Lincoln’s intentions for going to war?
CW5.3.2- Analyzing Lincoln’s Speeches: “First Inaugural Address” (March 4, 1861)


Word Cloud Prediction: What did the word cloud of this speech tell us about Lincoln’s reasons for going to war?

Background: Abraham Lincoln won 40% of the popular vote in 1860 and almost 60% of the electoral vote. However, his name was not even on the ballot in some Southern states, and he received almost no votes from the south. Lincoln’s election was due, in part, to the fact that the opposition split their support between three different candidates. He made this speech after he was sworn in as president. Some of the southern states had already seceded from the Union.

Excerpt:

“...I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so. . . . 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 ... 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 hearth-stone, 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.”

Sentence Deconstruction:

<table>
<thead>
<tr>
<th>Circumstances</th>
<th>Historical Actors (who is doing this?)</th>
<th>Verb / Verb Phrase</th>
<th>Who, What, Where Message</th>
<th>Questions or conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>You(the states that have seceded)</td>
<td>have</td>
<td></td>
<td>What is Lincoln’s oath?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Why does he say that the seceded states have no oath?</td>
</tr>
</tbody>
</table>
### Excerpt Analysis:

#### Review: Ideas from the Declaration of Independence

- “All men are created equal”
- People have rights given to them by God, which include the right to life, liberty, and the pursuit of happiness (understood to include property)
- Citizens have the right to change, get rid of, or create new governments when they don’t protect peoples’ (natural) rights

#### Does the First Inaugural Address speech relate to the Declaration of Independence? If so, how? If not, why not?

What was Lincoln arguing?

What does this speech tell you about Lincoln’s reasons for going to war?
CW5.3.3- Analyzing Lincoln’s Speeches: “Emancipation Proclamation” (January 1, 1863)

Word Cloud Prediction: What did the word cloud of this speech tell us about Lincoln’s reasons for going to war?

Background: After two years of war, Lincoln decided to free the slaves in the Confederacy (but not those in Union states). On September 22, 1862, he issued the first version of this proclamation [announcement] which said that the final document would take effect January 1, 1863.

Excerpt:

“... 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...

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, and other places, and to man vessels of all sorts in said service...”

Sentence Deconstruction:

<table>
<thead>
<tr>
<th>Connect- or words</th>
<th>Historical Actors</th>
<th>Verbs/ Verb phrases</th>
<th>Who, What, Where Message</th>
<th>Questions or conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>held</td>
<td></td>
<td>as slaves within any State or designated part of a State,</td>
<td>Who are the “persons” that Lincoln is referring to and where do they live?</td>
<td></td>
</tr>
<tr>
<td>_______ whereof (in rebel states)</td>
<td>shall then be</td>
<td>In rebellion against the United States</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[________ _________] shall be</td>
<td>then, thenceforward, and forever free...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>And further declare and make known,</td>
<td>into the armed service of the United States...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>that will be received</td>
<td></td>
<td></td>
<td>How will this proclamation affect the Union military?</td>
<td></td>
</tr>
</tbody>
</table>
### CW5.3.3- Analyzing Lincoln’s Speeches (Emancipation Proclamation, continued)

**Excerpt Analysis:**

<table>
<thead>
<tr>
<th>Review: Ideas from the Declaration of Independence</th>
<th>Does the Emancipation Proclamation relate to the Declaration of Independence? If so, how? If not, why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• “All men are created equal”</td>
<td></td>
</tr>
<tr>
<td>• People have rights given to them by God, which include the right to life, liberty, and the pursuit of happiness (understood to include property)</td>
<td></td>
</tr>
<tr>
<td>• Citizens have the right to change, get rid of, or create new governments when they don’t protect peoples’ (natural) rights</td>
<td></td>
</tr>
</tbody>
</table>

**What was Lincoln arguing?**

**What does this speech tell you about Lincoln’s reasons for fighting the war?**
CW5.3.4- Analyzing Lincoln’s Speeches: “Gettysburg Address” (November 19, 1863)

Word Cloud Prediction: What did the word cloud of this speech tell us about Lincoln’s reasons for going to war?

Background: Six months after the Union victory in the Battle of Gettysburg, Lincoln gave this speech as part of a dedication of the Gettysburg cemetery. 23,000 Union and 28,000 Confederacy soldiers died at the battle of Gettysburg.

Speech:

“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. 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 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 dedicated here to the unfinished work which they who fought here have thus far so nobly 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 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 that government of the people, by the people, for the people, shall not perish from the earth.”
### CW5.3.4- Analyzing Lincoln’s Speeches (Gettysburg Address, continued)

**Sentence Deconstruction:**

<table>
<thead>
<tr>
<th>-Time marker -Connector words -Prepositional phrase -Circumstances</th>
<th>Historical Actors (who is doing this?)</th>
<th>Verbs / Verb Phrases</th>
<th>Who, What, Where Message</th>
<th>Questions or conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is rather for</td>
<td>us <em>(our country)</em></td>
<td>to the great task remaining before us</td>
<td></td>
<td>What was the unfinished task?</td>
</tr>
<tr>
<td>that from these honored dead</td>
<td>we</td>
<td>increased devotion</td>
<td></td>
<td>How did Lincoln think the people could honor those who died?</td>
</tr>
<tr>
<td>to that cause for which they <em>(________)</em></td>
<td></td>
<td>the last full measure of devotion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-- that</td>
<td>we</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>that these dead</td>
<td>in vain</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-- that this nation, under God,</td>
<td></td>
<td>a new birth of freedom</td>
<td></td>
<td>What does “a new birth of freedom” mean?</td>
</tr>
<tr>
<td>-- and that government of the people, by the people, for the people,</td>
<td></td>
<td>from the earth.</td>
<td></td>
<td>Why did Lincoln think the people of the Union should continue fighting the war?</td>
</tr>
</tbody>
</table>
**CW5.3.4- Analyzing Lincoln’s Speeches (Gettysburg Address, continued)**

**Excerpt Analysis:**

<table>
<thead>
<tr>
<th>Review: Ideas from the Declaration of Independence</th>
<th>Does the Gettysburg Address relate to the Declaration of Independence? If so, how? If not, why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• “All men are created equal”</td>
<td></td>
</tr>
<tr>
<td>• People have rights given to them by God, which include the right to life, liberty, and the pursuit of happiness (understood to include property)</td>
<td></td>
</tr>
<tr>
<td>• Citizens have the right to change, get rid of, or create new governments when they don’t protect peoples’ (natural) rights</td>
<td></td>
</tr>
</tbody>
</table>

**What was Lincoln arguing?**

**What does this speech tell you about Lincoln’s reasons for fighting the war?**
CW5.3.5- Analyzing Lincoln’s Speeches: The Second Inaugural Address (March 4, 1865)

Word Cloud Prediction: What did the word cloud of this speech tell us about Lincoln’s reasons for going to war?

Background: After four years of bloody war, the Union re-elected Lincoln. The defeat of the Confederacy was near, and many slaves were now free. In his Second Inaugural Address, Lincoln argued for reunification and rebuilding the South.

Excerpt:

“...One-eighth of the whole population were colored slaves, not distributed generally over the 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 duration which it has already attained. Neither anticipated that the cause of the conflict might cease with or even before the conflict itself should cease...”

Sentence Deconstruction:

<table>
<thead>
<tr>
<th>Connector words</th>
<th>Historical Actors (who is doing this?)</th>
<th>Verbs/Verb phrases</th>
<th>Who, What, Where Message</th>
<th>Questions or conclusions-</th>
</tr>
</thead>
<tbody>
<tr>
<td>These slaves</td>
<td>constituted</td>
<td></td>
<td></td>
<td>What is the peculiar and powerful interest and what did it have to do with the start of the war?</td>
</tr>
<tr>
<td>All</td>
<td>knew</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>that</td>
<td>this interest (__________)</td>
<td>was somehow</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CW5.3.5- Deconstructing Lincoln’s Speeches: The Second Inaugural Address (cont.)

<table>
<thead>
<tr>
<th>Connector words</th>
<th>Who (subject)</th>
<th>Verbs/ Verb phrases</th>
<th>Who, What, Where Message</th>
<th>Questions or conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neither (_______)</td>
<td>anticipated</td>
<td></td>
<td></td>
<td>Lincoln is saying that at the beginning of the war, the Union and the Confederacy did not think that slavery would _______ before the war was over.</td>
</tr>
<tr>
<td>that</td>
<td>the cause of the conflict (_______)</td>
<td>might cease</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Excerpt Analysis:

Review: Ideas from the Declaration of Independence

- “All men are created equal”
- People have rights given to them by God, which include the right to life, liberty, and the pursuit of happiness (understood to include property)
- Citizens have the right to change, get rid of, or create new governments when they don’t protect peoples’ (natural) rights

Does the Second Inaugural Address relate to the Declaration of Independence? If so, how? If not, why not?

What was Lincoln arguing?

What does this speech tell you about Lincoln’s reasons for going to war?
CW5.3.1K- Analyzing Lincoln’s Speeches: “House Divided” Key

Sentence Deconstruction:

<table>
<thead>
<tr>
<th>Historical Actors (who is doing this?)</th>
<th>Action words (verbs/ verb phrases)</th>
<th>Who, What, Where</th>
<th>Questions or conclusions - What connections can you make from this information?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I (Lincoln)</td>
<td>believe</td>
<td>half slave and half free</td>
<td>What does Lincoln believe will happen to the division of the U.S. into slave and free states? He believes that it cannot last and the U.S. will become either all slave or all free.</td>
</tr>
<tr>
<td>this government</td>
<td>cannot endure permanently</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Excerpt Analysis:

Review: Ideas from the Declaration of Independence

- “All men are created equal”
- People have rights given to them by God, which include the right to life, liberty, and the pursuit of happiness (understood to include property)
- Citizens have the right to change, get rid of, or create new governments when they don’t protect the peoples’ (natural) rights

Does the “House Divided” speech relate to the Declaration of Independence? If so, how? If not, why not?

This speech does relate to the Declaration of Independence because he is talking about slavery and freedom. The Declaration says that people have rights to liberty (freedom.)

What was Lincoln arguing?

He predicted that the country couldn’t continue to be divided over the issue of slavery, that the issue would be decided one way or another.

Lincoln made this speech two years before the Civil War began. What does this speech tell you about Lincoln’s intentions for going to war?

Lincoln didn’t say exactly why he would go to war, but he did predict that the country couldn’t continue to be divided over the issue of slavery, and that the Union would not dissolve.
CW5.3.2K – Analyzing Lincoln’s Speeches: “First Inaugural Address” Key

Sentence Deconstruction:

<table>
<thead>
<tr>
<th>Circumstances</th>
<th>Historical Actors (who is doing this?)</th>
<th>Verb / Verb Phrase</th>
<th>Who, What, Where Message</th>
<th>Questions or conclusions-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>You (the states that have seceded)</td>
<td>have</td>
<td>no oath</td>
<td>What is Lincoln’s oath?</td>
</tr>
<tr>
<td></td>
<td>while</td>
<td>I (Lincoln)</td>
<td>shall have</td>
<td>At his inaugural, a President swears to uphold the Union.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>the most solemn one to preserve, protect, and defend it (the government)</td>
<td>Why does he say that the seceded states have no oath? Because they decided to leave the Union and they didn’t have to.</td>
</tr>
</tbody>
</table>

Excerpt Analysis:

Review: Ideas from the Declaration of Independence

- “All men are created equal”
- People have rights given to them by God, which include the right to life, liberty, and the pursuit of happiness (understood to include property)
- Citizens have the right to change, get rid of, or create new governments when they don’t protect peoples’ (natural) rights

Does the First Inaugural Address speech relate to the Declaration of Independence? If so, how? If not, why not?

Students may answer yes or no to this question.

No, because he does not speak of rights or equality in this address.

Yes, because he is reacting to the South’s claim that they can destroy (get rid of) a government because they think the government doesn’t protect their rights.

Yes, because he is reminding them of their revolutionary past.

What was Lincoln arguing?

Lincoln was arguing that he didn’t want war and he wouldn’t go to war unless the South attacked.

What does this speech tell you about Lincoln’s reasons for going to war?

Lincoln would go to war to preserve, protect, and defend the government (the Union.)
CW5.3.3K - Analyzing Lincoln’s Speeches: “Emancipation Proclamation” Key

Sentence Deconstruction:

<table>
<thead>
<tr>
<th>Connect- or words</th>
<th>Historical Actors</th>
<th>Verbs/ Verb phrases</th>
<th>Who, What, Where Message</th>
<th>Questions or conclusions-</th>
</tr>
</thead>
<tbody>
<tr>
<td>All persons</td>
<td>held</td>
<td>as slaves within any State or designated part of a State,</td>
<td>Who are the “persons” that Lincoln is referring to and where do they live?</td>
<td></td>
</tr>
<tr>
<td>the people whereof (in rebel states)</td>
<td>shall then be</td>
<td>In rebellion against the United States</td>
<td>Persons means the slaves; people means the citizens of the Confederate states. They live in the Confederacy.</td>
<td></td>
</tr>
<tr>
<td>[persons held as slaves in rebel states]</td>
<td>shall be</td>
<td>then, thenceforward, and forever free...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>And I (Lincoln)</td>
<td>further declare and make known,</td>
<td></td>
<td>How will this proclamation affect the Union military? Freed slaves will now be able to serve in the military.</td>
<td></td>
</tr>
<tr>
<td>that</td>
<td>such persons of suitable condition</td>
<td>will be received</td>
<td>into the armed service of the United States...</td>
<td></td>
</tr>
</tbody>
</table>

Excerpt Analysis:

Review: Ideas from the Declaration of Independence
- “All men are created equal”
- People have rights given to them by God, which include the right to life, liberty, and the pursuit of happiness (understood to include property)
- Citizens have the right to change, get rid of, or create new governments when they don’t protect peoples’ (natural) rights

Does the Emancipation Proclamation relate to the Declaration of Independence? If so, how? If not, why not?
*It relates directly to the Declaration of Independence because Lincoln is declaring that the slaves in the Confederacy are free (right to liberty).*

What was Lincoln arguing?
*This was an order rather than a argumentative speech. Lincoln ordered that the slaves in the rebellious states were now free and would be protected by the government, and received into the military.*

What does this speech tell you about Lincoln’s reasons for fighting the war?
*Since the purpose of this proclamation is to free the slaves in Confederate states, now one of the reasons for fighting the war is to give slaves their freedom.*
### CW5.3.4K - Analyzing Lincoln’s Speeches: “Gettysburg Address” Key

**Sentence Deconstruction:**

<table>
<thead>
<tr>
<th>Time marker - Connector words - Prepositional phrase - Circumstances</th>
<th>Historical Actors (who is doing this?)</th>
<th>Verbs / Verb Phrases</th>
<th>Who, What, Where Message</th>
<th>Questions or conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is rather for</td>
<td>us (our country)</td>
<td>to be here dedicated</td>
<td>to the great task remaining before us</td>
<td>What was the unfinished task? <em>The task is winning the war.</em></td>
</tr>
<tr>
<td>that from these honored dead</td>
<td>we</td>
<td>take</td>
<td>increased devotion</td>
<td>How did Lincoln think people could honor those who died?</td>
</tr>
<tr>
<td>to that cause for which they (the dead soldiers) gave</td>
<td>the last full measure of devotion</td>
<td></td>
<td></td>
<td><em>Lincoln thought that people could honor the dead soldiers by having even more devotion to fight in the war.</em></td>
</tr>
<tr>
<td>-- that we here highly resolve</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>that these dead shall not have died</td>
<td>in vain</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-- that this nation, under God, shall have a new birth of freedom</td>
<td></td>
<td></td>
<td></td>
<td>What does “a new birth of freedom” mean? <em>The end of slavery</em></td>
</tr>
<tr>
<td>-- and that government of the people, by the people, for the people, shall not perish</td>
<td>from the earth.</td>
<td></td>
<td></td>
<td><em>Lincoln thought the Union should continue fighting to honor the dead soldiers; to bring a new birth of freedom (an end to slavery), and to save the Union.</em></td>
</tr>
</tbody>
</table>
### CW5.3.4K - Analyzing Lincoln’s Speeches, “Gettysburg Address” Key (cont.)

**Excerpt Analysis:**

<table>
<thead>
<tr>
<th>Review: Ideas from the Declaration of Independence</th>
<th>Does the Gettysburg Address relate to the Declaration of Independence? If so, how? If not, why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• “All men are created equal”</td>
<td>Lincoln quoted from the Declaration of Independence “all men are created equal,” and emphasized the new birth of freedom, which means freedom (liberty) for the former slaves. He was saying that freedom for the slaves is a fulfillment of the Declaration of Independence.</td>
</tr>
<tr>
<td>• People have rights given to them by God, which include the right to life, liberty, and the pursuit of happiness (understood to include property)</td>
<td></td>
</tr>
<tr>
<td>• Citizens have the right to change, get rid of, or create new governments when they don’t protect peoples’ (natural) rights</td>
<td></td>
</tr>
</tbody>
</table>

**What was Lincoln arguing?**

*Lincoln was arguing that the soldiers had dedicated the battlefield by their sacrifice, and that the Union was worth fighting for because it was a nation governed by and for the people, and it promised all men equality. Now there would be even more freedom, because there were to be no more slaves.*

**What does this speech tell you about Lincoln’s reasons for fighting the war?**

*He argues that we must fight the war to honor those soldiers who have already died, to bring a “new birth of freedom” (an end to slavery, a realization of the Declaration of Independence, equality), and to preserve the Union (government by the people).*
 CW5.3.5K - Analyzing Lincoln’s Speeches: The Second Inaugural Address Key

Sentence Deconstruction:

<table>
<thead>
<tr>
<th>Connector words</th>
<th>Historical Actors (who is doing this?)</th>
<th>Verbs/Verb phrases</th>
<th>Who, What, Where Message</th>
<th>Questions or conclusions</th>
</tr>
</thead>
</table>
|                 | These slaves                           | constituted        | a peculiar and powerful interest | What is the peculiar and powerful interest and what did it have to do with the start of the war?  
|                 | All                                    | knew               |                          | A peculiar and powerful interest means that certain people really wanted to keep slavery and that's why the war started |
| that            | this interest (the slaves)             | was somehow        | the cause of the war     |                          |
|                 | Neither (Union or Confederacy/ Government or insurgents) | anticipated | | Lincoln is saying that at the beginning of the war, the Union and the Confederacy did not think that slavery would _end_ before the war was over. |
| that            | the cause of the conflict (the slaves) | might cease        | with or even before the conflict itself should cease | |

Excerpt Analysis:

**Review: Ideas from the Declaration of Independence**

- “All men are created equal”
- People have rights given to them by God, which include the right to life, liberty, and the pursuit of happiness (understood to include property)
- Citizens have the right to change, get rid of, or create new governments when they don’t protect peoples’ (natural) rights

Does the Second Inaugural Address relate to the Declaration of Independence? If so, how? If not, why not?

*This excerpt relates to the Declaration of Independence because Lincoln is saying that slavery (the opposite of liberty) was the cause of the war.*

**What was Lincoln arguing?**

*Lincoln is arguing that slavery was the cause of the war, but that neither side thought that slavery would end before the war ended.*

**What does this speech tell you about Lincoln’s reasons for going to war?**

*Lincoln recognized that slavery caused the war, but he did not originally go to war to end slavery. He was surprised that slavery ended before the war ended.*
What is Sentence Deconstruction?

Sentence deconstruction is a literacy strategy designed to help students understand what a complex sentence means by examining the parts of the sentence carefully. It differs from a vocabulary building exercise because the emphasis is on how the vocabulary works together in the sentence to create meaning. The purpose is to slow students down and make them understand each piece. The strategy is particularly suited for texts like Lincoln's speeches, which have complex sentences using sophisticated syntax and unfamiliar vocabulary.

Why do Sentence Deconstruction?

Although sentence deconstruction might seem more suited to the English / Language Arts classroom than to the discipline of history, historians also examine primary source texts closely when they are analyzing evidence. Lincoln wrote his speeches very carefully, choosing just the right words and allusions to get his point across and to avoid offending certain groups. Historians cannot interpret his position accurately without re-reading his speeches many times, and breaking down the logical progression of his ideas and examples. By having students do sentence deconstruction, the teacher is actually training them how to analyze complex texts.

Preparing a Sentence Deconstruction Activity

To prepare for a sentence deconstruction activity, the teacher selects a short piece of text, which is both important and difficult to understand, and breaks the text up into boxes in a chart format. The headings use the terminology of the parts of speech, but the focus is on how the speech part works in the sentence. The final column on the chart is for questions or conclusions. The teacher creates a question which will clarify the meaning of the sentence and direct students to the point of the lesson. All of this preparation has already been done for the Lincoln's Speeches lesson. The portion of the speech excerpt that students will deconstruct is highlighted in bold, and the chart appears below the excerpt.

The teacher should never just hand out a sentence deconstruction chart to students and tell them to fill it in. The strategy must be teacher-directed, until students are very, very familiar with it. Even then, for students to reap the benefit, the teacher should review it with the students.
Teaching Sentence Construction

Here is a step-by-step procedure to teach the first of Lincoln’s Speeches, the “House Divided” Speech Excerpt (CW5.3.1).

“...A house divided against itself cannot stand. *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 it will cease to be divided. It will become all one thing, or all the other. 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....”

<table>
<thead>
<tr>
<th>Historical Actors (who is doing this?)</th>
<th>Action words (verbs/ verb phrases)</th>
<th>Who, What, Where Message</th>
<th>Questions or conclusions-What connections can you make from this information?</th>
</tr>
</thead>
<tbody>
<tr>
<td>believe</td>
<td></td>
<td></td>
<td>What does Lincoln believe will happen to the division of the U.S. into slave and free states?</td>
</tr>
<tr>
<td>cannot endure permanently</td>
<td>half slave and half free</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Pass out CW5.3.1. Tell students to copy the word cloud prediction for the “House Divided” speech into the box at the top of the page.
2. Have a student volunteer read the “Background” aloud. Explain it briefly to students.
3. Read or have a student read the speech excerpt aloud. You may wish to repeat this more than once.
4. Remind students that Lincoln gave this speech before the Civil War, so he wouldn’t be directly talking about why people should fight in the war. So we have to look for little clues that show what things were really important to Lincoln, things that he might be willing to fight for. Tell students to underline any part of the speech that gives evidence about Lincoln’s reasons for fighting the war.
5. Direct their attention to the boldface sentence and the chart. Tell them not to write anything down yet. Project the chart, and ask “who is doing the action in this sentence?” When a student says “I”, ask them “who is I?” and direct them to write down “I (Lincoln)” in the historical actor box.
6. Point out the verb “believe” and then ask them “what does Lincoln believe?” (the rest of the sentence). Point out that the rest of the sentence is on the next line of the chart because it has its own historical actor, action words and what message. (That’s why the first “who, what, where, message” box is shaded.) Tell them not to write anything in that box.
7. Ask them what the next historical actor is, “what cannot endure permanently?” Ask them what the government means. Tell them to write “the government” in the historical actor box. Ask them what was Lincoln referring to? (the Union, the United States, the whole country).
8. Ask them what “endure” means (last); and what “permanently” means. In other words, Lincoln is saying that the whole country cannot last for a long time, or can’t survive, can’t go on.
9. Ask them what “half slave and half free” means (with slave and free states, sectionalism, etc.)
10. Then ask them the question, what does Lincoln believe will happen to the division of the U.S. into slave and free states? (it won’t last) What does he predict is going to happen? How might the division end? What does this have to do with a war? Do you think Lincoln was afraid that war would break out over this issue? etc. Tell them to write down Lincoln’s prediction in their own words in the “questions or conclusions” box.
11. Next, direct students’ attention to the “Excerpt Analysis” and tell them to answer the question in the second box, “What was Lincoln arguing?” Tell them that this means what is Lincoln’s point. You might also take the opportunity to define the term “argument” in this context. Tell them that they can write down Lincoln’s argument from the boldface sentence, but they must use their own words. Also, they will get extra points if they write down other parts of his argument from the rest of the excerpt.
12. Divide the class into pairs and have each pair answer the excerpt analysis questions. When they are done, review the answers with the class.
13. Repeat this procedure for the remaining speeches.
### CW5.5 – Wall Chart: Why did Lincoln Fight?

<table>
<thead>
<tr>
<th>Document and Date</th>
<th>Word Cloud Predictions</th>
<th>What was Lincoln’s argument for fighting the war?</th>
</tr>
</thead>
<tbody>
<tr>
<td>“House Divided” Speech</td>
<td>Answers will vary</td>
<td>He made this speech before the war, and he is foreshadowing the coming conflict. He predicts that the country couldn’t continue to be divided over the issue of slavery, that the issue would be decided one way or another. (If students are confused and think that Lincoln was arguing that ending slavery was a reason for fighting the war, explain to them the difference between a prediction and a reason for fighting.)</td>
</tr>
<tr>
<td>June 16, 1858</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Inaugural Address</td>
<td>Answers will vary</td>
<td>Lincoln would go to war to preserve, protect, and defend the government (the Union.)</td>
</tr>
<tr>
<td>March 4, 1861</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emancipation Proclamation</td>
<td>Answers will vary</td>
<td>Since the purpose of this proclamation is to free the slaves in Confederate states, one of the reasons for fighting the war now is to give slaves their freedom.</td>
</tr>
<tr>
<td>January 1, 1863</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gettysburg Address</td>
<td>Answers will vary</td>
<td>He argues that we must fight the war to honor those soldiers who have already died, to bring a “new birth of freedom” (an end to slavery, a realization of the Declaration of Independence, equality), and to preserve the Union (government by the people).</td>
</tr>
<tr>
<td>November 19, 1863</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Inaugural Address</td>
<td>Answers will vary</td>
<td>He says that slavery was the cause of the war, even though “the government” (that is, his administration) only wanted to prevent the extension of slavery.</td>
</tr>
<tr>
<td>March 4, 1865</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**CW5.6 – Additional Literacy Strategy for Analyzing Lincoln’s Speeches**

This strategy focuses English Learners and students with low literacy skills on small pieces of the primary source text to answer one question at a time. It is completely teacher-directed and will take additional time.

1. Show the students the House Divided Word cloud and ask them to predict what they think the speech will be about. Divide students into pairs or small groups. Read House Divided Speech aloud. Tell them to look at the second question (What was Lincoln arguing?) and find the piece in the text that answers the question. Explain that “arguing” means “making a point,” or “stating his main idea.” Underline that piece in the text and answer the second question.

2. When they’re done, ask for answers. Record answers on butcher paper or overhead. Ask as a follow-up: what piece of the text helped you find that answer? Record all answers.

3. Tell the students that they are going to look closely at a sentence you selected. Then guide the students through the sentence deconstruction boxes. Have them fill in the boxes one-by-one and then answer the question in the last box. Have them look at the second question again. If students had made a mistake on their initial answer to the second question, they can now correct themselves (and more importantly, understand why they were wrong.)

4. Tell them to look at the first question and find the piece in the text that answers the question. Tell them to circle the point in the Declaration of Independence notes & circle the corresponding piece in the speech text. Then they should write an answer to the question.

5. Have a few students share their answers and ask them to quote the text that supports their answer. Record their answers on butcher paper or the overhead.

6. Tell them to look at the third question and find the piece in the text that answers it. Tell them to draw a box around the piece in the text which supports their answer, and write their answer on the chart.

7. Follow this process for the First Inaugural Address, the Emancipation Proclamation, the Gettysburg Address, and the Second Inaugural Address.
CW5.7 – Historical Interpretation: How did Lincoln’s reasons for fighting the war change over time? (p. 1 of 3)

Directions: You have been considering the question, “Why did Lincoln fight?” as you analyzed excerpts from five of his speeches. You have seen that he did not always state the same reason or reasons for fighting the war, but that his reasons changed over time (that is, as time went on, Lincoln stated different reasons.) Now that you have evidence from five speeches in order, spread out over the length of the war, the focus question changes to: “How did Lincoln’s reasons for fighting the war change over time?” When historians interpret change over time, they look at what was said in the beginning, when and how it changed, and what was said at the end.

In order to answer this question, you have to make an interpretation. An interpretation is an educated opinion, your opinion based on the evidence (from the speeches.) There is no one right interpretation, but an interpretation is wrong if the evidence does not support it, or if some evidence contradicts it. Like a main idea or thesis, an interpretation is a general statement only one or two sentences long.

Part A: Making an Interpretation: How did Lincoln’s reasons for fighting change over time?

Here are three “interpretation starters.” Discuss them with your group, select the starter that best fits your interpretation, and fill in the blanks. Then write your interpretation in the space below.

A. In the beginning, Lincoln argued that the reason for fighting was ____________________________, but by the end of the war, his reason(s) had changed to ____________________________.

B. In all of his speeches, Lincoln had the same reason(s) for fighting the war, which was ____________________________.

C. In the beginning, Lincoln argued that the reason for fighting was ____________________________, but by the end of the war, he added a reason(s), which was (were) ____________________________.

Focus Question: How did Lincoln’s reasons for fighting change over time?

Interpretation: ____________________________________________________________

________________________________________________________________________

________________________________________________________________________
CW5.7 – Historical Interpretation: How did Lincoln’s reasons for fighting the war change over time? (p. 2 of 3)

Part B: Selecting Evidence
You need evidence to support your interpretation. For a change-over-time interpretation, historians usually give evidence from (1) the beginning, (2) the point of change, and (3) the end. They choose the best pieces of evidence to support their interpretation. Use this evidence gathering chart to record and analyze three pieces of evidence that support your interpretation.

### EVIDENCE GATHERING CHART

<table>
<thead>
<tr>
<th>EVIDENCE</th>
<th>ANALYSIS</th>
<th>RELEVANCE</th>
<th>SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use “quotation” marks Use ellipses (...) to take out parts of sentences</td>
<td>What does this mean? This means that ... (explanation of evidence) How does this support your interpretation? This relates to _____ (interpretation) because ...</td>
<td>Write down your citation information</td>
<td></td>
</tr>
</tbody>
</table>

| Beginning: What was Lincoln’s reason(s) for fighting the war in the beginning? (House Divided or First Inaugural) |
| Point of Change: When and how did Lincoln’s reason(s) for fighting the war change? |
| End: What was Lincoln’s reason(s) for fighting the war in the end? (Gettysburg Address & Second Inaugural) |
CW5.7 – Historical Interpretation: How did Lincoln’s reasons for fighting the war change over time? (p. 3 of 3)

Part C: Response from Historical Figure

Decide which document would be most important to your historical figure. Write a letter, diary entry, or speech describing, from your figure’s point of view, how he or she would feel or react after hearing about Lincoln’s speech.
CW5.7K - Historical Interpretation: How did Lincoln’s reasons for fighting the war change over time? Key (p. 1 of 2)

Part A: Making an Interpretation: How did Lincoln’s reasons for fighting change over time?

Because of the nature of interpretation, student answers will vary considerably. The best option is C, but allow variation, as long as the students understand the main concept. If re-teaching is needed, post a few student interpretations (anonymously) on the board, and ask students how they might be improved. Incorporate good suggestions into the interpretation on the board.

A. In the beginning, Lincoln argued that the reason for fighting was ________________________________, but by the end of the war, his reason(s) had changed to ________________________________.

B. In all of his speeches, Lincoln had the same reason(s) for fighting the war, which was _______________ ________________________________.

C. In the beginning, Lincoln argued that the reason for fighting was to preserve the Union, but by the end of the war, he added a reason, which was to end slavery.

Another possible reason: to honor the dead soldiers.

Focus Question: How did Lincoln’s reasons for fighting change over time?

Interpretation: In the beginning, Lincoln argued that the reason for fighting was to preserve the Union, but by the end of the war, he added a reason, which was to end slavery.
**Part B: Selecting Evidence**

The evidence that students select will vary also. Sharing good evidence, analysis and relevance examples with the class (student work shown anonymously) can reinforce this concept.

<table>
<thead>
<tr>
<th><strong>EVIDENCE</strong></th>
<th><strong>ANALYSIS</strong></th>
<th><strong>RELEVANCE</strong></th>
<th><strong>SOURCE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning:</strong></td>
<td><strong>What was Lincoln's reason(s) for fighting the war in the beginning?</strong> (House Divided or First Inaugural)</td>
<td><strong>&quot;...I shall have the most solemn one [oath] to preserve, protect, and defend it [the government].&quot;</strong></td>
<td><strong>This means that Lincoln thought it was his sacred duty to save the Union.</strong></td>
</tr>
<tr>
<td><strong>Point of Change:</strong></td>
<td><strong>When and how did Lincoln's reason(s) for fighting the war change?</strong></td>
<td><strong>&quot;...all persons held as slaves ... shall be then, thenceforward, and forever free...&quot;</strong></td>
<td><strong>This means that Lincoln was freeing the slaves in the Confederacy.</strong></td>
</tr>
<tr>
<td><strong>End:</strong></td>
<td><strong>What was Lincoln's reason(s) for fighting the war in the end?</strong> (Gettysburg Address &amp; Second Inaugural)</td>
<td><strong>&quot;...that this nation, under God, shall have a new birth of freedom...&quot;</strong></td>
<td><strong>This means that winning the war will bring freedom to the slaves and make a better United States.</strong></td>
</tr>
</tbody>
</table>

**Part C: Response from Historical Figure**

Student responses will vary. The two key points are that the students interpret Lincoln’s perspective correctly and that they can articulate their historical figure’s perspective (in reaction) correctly.
CW5.8-Ready to Move On Quiz #2

1. All of the following were advantages of the Union EXCEPT
   a. more people
   b. fighting on home land
   c. more factories
   d. railroads for transportation

2. What was the goal of the Union strategy called the “Anaconda Plan”?
   a. to attack the South across northern Virginia
   b. to squeeze the South by cutting off the ports and the Mississippi River
   c. to attack the South in three places: Georgia, the Mississippi, and Kentucky
   d. to defend Union land and attack the South wherever possible

3. Northerners who argued for “free soil” wanted:
   a. to end slavery because it was morally wrong to make a human being into a slave.
   b. to punish the southern states for having slavery.
   c. to allow slavery but stop the slave trade from Africa.
   d. to stop slavery from spreading to the new states in the west.

4. This is a quote from William Lloyd Garrison (1805-1879), a New Englander, and a white middle class man:
   “Enslave the liberty of but one human being and the liberties of the world are put in peril [danger].”
   What was Garrison’s perspective?
   a. abolitionist
   b. pro-slavery
   c. white southerner
   d. white northerner

5. Which pieces of evidence support the interpretation that Lincoln changed his perspective on slavery and freedom during the Civil War? (Choose more than one answer.)
   a. In the First Inaugural Address, Lincoln said that he would fight a war to bring the ideals of the Declaration of Independence to all people.
   b. In the First Inaugural Address, Lincoln said that keeping the Union together was most important.
   c. In the Gettysburg Address, Lincoln said the soldiers were fighting the war to bring equality and a new birth of freedom.
   d. In the Second Inaugural Address, Lincoln said that he had always wanted the slaves to be freed.
## CW5.8K – Ready to Move On Quiz #2 Key

*Directions: The answers are listed below, along with the specific topic related to each. If students are having troubles with one or more of these topics, it would be a good idea to review prior to moving onto Lesson 6.*

<table>
<thead>
<tr>
<th>Question #</th>
<th>Topic</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Advantages of Union and Confederacy</td>
<td>b</td>
</tr>
<tr>
<td>2</td>
<td>Strategies</td>
<td>b</td>
</tr>
<tr>
<td>3</td>
<td>Perspective</td>
<td>d</td>
</tr>
<tr>
<td>4</td>
<td>Perspective / Interpretation</td>
<td>a</td>
</tr>
<tr>
<td>5</td>
<td>Lincoln’s Speeches / Interpretation and Evidence</td>
<td>b and c</td>
</tr>
</tbody>
</table>
Civil War Lesson #6: Emancipation

Major Topics:

✓ Slaves Seek Freedom
✓ The Emancipation Proclamation

How did slaves gain their freedom?

Students will study the events and actions during the Civil War that brought about the emancipation of nearly 4 million slaves in this lesson. They will examine the historical context of the Emancipation Proclamation and uncover the role that slaves played in their own liberation. The Emancipation Proclamation ended the question of whether slavery would persist in the United States. The 13th Amendment codified the answer by ensuring freedom for all.

Long before the Civil War, slaves resisted the institution of slavery through covert and overt means. When slaves fled into Union Army lines during the war, some Union officers accepted them as “contraband.” By 1862, the possibility of enlisting “contraband” men as Union army troops and their potential damage to the Confederate war effort influenced Lincoln’s decision to issue the Emancipation Proclamation. Emancipated slaves would deprive the Confederates of their labor force. The Proclamation meant that the purpose of the war would include “a new birth of freedom.”

This lesson includes two activities designed to support student understanding of the contributing factors to emancipation. First, students are taught how to deconstruct a brief but complex secondary source that includes multiple causal relationships. Second, students hone their primary source analysis skills through a structured historical investigation activity.

Procedures

Step 1: Introduce the Focus Question (Class Time: 10 minutes)

Project the painting, “Lincoln Writes the Emancipation Proclamation” (CW6.1) to the room. Ask students to point out what they see. (Use the Lincoln Writes the Emancipation Proclamation Key (CW6.1K) as a reference to interpret a few of the symbols for students.) Next, introduce the lesson question: “How did slaves gain their freedom?” by posting the question at the front of the room. Remind students of two earlier points: that in 1860 there were nearly 4 million slaves in the United States, mainly in the South, and that Lincoln’s rationale for fighting the war changed over time. Ask students to turn to a neighbor to recall Lincoln’s intentions at the time of the Emancipation Proclamation (referring to CW5.3.3 Analyzing Lincoln’s Speeches: “Emancipation Proclamation”). Chart their answers under the lesson question. If students do not come up with this on their own, remind them that Lincoln is famous for freeing the slaves through the Emancipation Proclamation with such phrases as “a new birth of freedom.” But, as Lesson 4 proved, he did not begin fighting the war with that focus. What brought about the change? What made the Emancipation Proclamation necessary in 1862? Tell students that they will answer these questions and the lesson’s focus question by studying the causes and effects of the Emancipation Proclamation, with a particular focus on the thoughts and actions of slaves at the time.

Step 2: Causes and Effects of the Emancipation Proclamation (Class Time: 45 minutes)

Distribute copies of The Causes and Effects of the Emancipation Proclamation (CW6.2), which guides students through textbook passage organization strategy for cause-and-effect reasoning. This secondary text includes a number of causal relationships that if not carefully considered, pose a challenge to student comprehension. Following the model provided in the first paragraph, have students work individually or in pairs to complete the rest of the chart and related questions. Before moving forward to Step 3, compare student answers to the Causes and Effects of the Emancipation Proclamation Key (CW6.2K.) It is important that students understand both the cause and effect relationships, as well as the significance of these relationships before moving on. Finally, project Causes and Effects of the Emancipation Proclamation Graphic Organizer (CW6.3) and, referring to CW6.2, explain to students how the individual relationships they uncovered in CW6.2 are part of a larger causal relationship that connects a variety of events. Have students return again to the lesson focus question and ask if they want to add or edit any of the answers they posted in Step 1. Chart any additional responses.

Step 3: Emancipation Fact-Finding Mission (Class Time: 45 minutes)

Arrange stations around the classroom with full-size copies of the Emancipation Fact Finding Mission Sources (CW6.4) and divide students into pairs or groups of three. Tell students that they are on a fact-finding mission to uncover the words and deeds of black people, free and enslaved, in their struggle for freedom. Have students circulate around the stations and answer
Procedures (continued)

the questions for each source on Emancipation Fact-Finding Mission Field Notes (CW6.5). Although students are working in pairs or groups, they must keep individual field notes. Refer to the Emancipation Fact-Finding Mission Field Notes Key (CW6.5-K) to make sure that students understand both the literal and symbolic aspects of the source, and its connection to the focus question before moving on. Next, students will analyze their field notes in gathering evidence to answer the focus question.

Step 4: Assessing Student Understanding (Class Time Estimate: 15 minutes)

By the end of this lesson, students should understand the following:

✓ Events of the war (the importance of slave labor to the Confederate war effort, and the Union's need for soldiers) and that the actions of slaves (fleeing to the Union lines) helped convince Lincoln to issue the Emancipation Proclamation.

✓ The Emancipation Proclamation did not free a single slave (because all the slaves it freed were in enemy territory), but it changed the purpose of the war to include the abolition of slavery along with preserving the union.

✓ From the beginning, slaves thought that ending slavery was the purpose of the war. Many also thought that fighting for the Union was a way to insure their freedom, gain pride, and overcome racism.

✓ As the purpose of the war shifted to ending slavery, slaves looked forward to freedom while Southern slave-owners feared a loss of freedom to hold property (slaves).

Distribute Emancipation Review (CW6.6) to assess student understanding of these points. Refer to Emancipation Review Key (CW6.6K) for both a list of correct responses and suggestions for instruction, as necessary.
Modifications

Effects of the Emancipation Proclamation (CW6.2)
CW6.2 is specifically designed to clarify the complex causal relationships embedded in this relatively brief secondary source. By unpacking the text using the cause-and-effect flow charts, students can improve their comprehension, begin to understand the interconnectedness of historical investigation, and consider the impact of the Emancipation Proclamation upon the meaning of freedom.

Emancipation Fact Finding Mission (CW6.4)
For EL students, limit the number of stations to five (using primary sources 2, 5, 7, 8 and 10.) For average students, use seven stations (using primary sources 1, 2, 3, 5, 6, 7, 8, and 10.) For GATE students, use all ten.

Chronological and Spatial Thinking
If students have difficulty with the Emancipation Review (CW6.6), particularly with placing events in chronological order, teachers may consider instructing Modification- Freedom Timeline (CW6.7.) In this activity, students develop their chronological and spatial thinking by creating a timeline that situates key moments in the lesson and the wider war.
CW6.1– Lincoln Writes the Emancipation Proclamation
Title: President Lincoln, writing the Proclamation of Freedom. January 1st, 1863 / painted by [David Gilmour] Blythe ; lithogr. and printed in colors by Ehrgott, Forbriger & Co. Cincinnati, O.

Creator(s): Ehrgott, Forbriger & Co., lithographer

Related Names:
Blythe, David Gilmour, 1815-1865 , artist

Date Created/Published: [Pittsburgh, Pa.] : M. Depuy, no. 21 Wylie St., Pittsburgh, publisher, [1863]

Medium: 1 print on wove paper : lithograph printed in colors ; image 39.7 x 49.1 cm.

URL: http://www.loc.gov/pictures/item/2004665377/

Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA
http://hdl.loc.gov/loc.pnp/pp.print

Summary provided by the Library of Congress: “A print based on David Gilmour Blythe’s fanciful painting of Lincoln writing the Emancipation Proclamation. Contrary to the title, the proclamation was issued in 1862 and went into effect in January 1863. In a cluttered study Lincoln sits in shirtsleeves and slippers, at work on the document near an open window. His left hand is placed on a Bible that rests on a copy of the Constitution in his lap. The scene is crammed with symbolic details and other meaningful references. A bust of Lincoln’s strongly Unionist predecessor Andrew Jackson sits on a mantlepiece near the window at Lincoln's right. A bust of another former President, James Buchanan, who was widely viewed as ineffectual against secessionism, hangs by a rope around its neck from a bookcase behind Lincoln. The scales of justice appear in the left corner, and a railsplitter’s maul lies on the floor at Lincoln’s feet.”
CW6.2 – The Causes and Effects of the Emancipation Proclamation

History tells a story of events – these events can serve as causes of other events, effects from the previous event, or both. As readers of history, it is important to not only know the events that take place but also to understand the causal relationships that link the events together.

Directions: In each of the italicized paragraphs that follow, the authors have set up a variety of cause-and-effect relationships. Your job is to correctly identify these relationships (the causes and the effects), and then answer the questions that follow. In the first paragraph, this has been done for you. In the paragraphs that follow, you’ll have to identify the missing parts of the relationship and then answer the related question. In the first few paragraphs, the causes have been written in bold; as you go forward, they are written in regular font.

A From the start of the war, the Northerners’ main goal was to preserve the Union, not to end slavery. Although the events of the war would also ultimately impact their decision making, Lincoln and other Republican leaders often insisted that they would act only to prevent the expansion of slavery into new states in the West. Lincoln was also concerned that the Border States, home to many slave-owners, might secede from the Union if the Union abolished slavery. However, there were also military reasons to end slavery. Since slaves provided the main labor force of the South, and raised food and dug trenches for the army, freeing the slaves would hurt the Confederate war effort.

<table>
<thead>
<tr>
<th>Cause: expansion of slavery into new states in the West.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effect: Lincoln and other Republican leaders...would act only to prevent the expansion</td>
</tr>
<tr>
<td>Cause: if the Union abolished slavery</td>
</tr>
<tr>
<td>Effect: “the Border States...might secede from the Union”</td>
</tr>
<tr>
<td>Cause: Since slaves provided the main labor force of the South, and raised food and dug trenches for the army, freeing the slaves</td>
</tr>
<tr>
<td>Effect: “would hurt the Confederate war effort.”</td>
</tr>
</tbody>
</table>

1. Explain how freeing the slaves could both help and hurt the Union’s chances of winning the war.
CW6.2 – The Causes and Effects of the Emancipation Proclamation (Page 2 of 4)

B  **By 1863, 100,000 slaves had fled to the Union army.** In response, the Union army declared these escapees contraband, or captured war supplies, and protected their freedom. Lincoln, abolitionists, and “contrabands” wanted to enlist black soldiers to fight for the Union, but under the existing laws black men could not join the army.

| Cause: By 1863, 100,000 slaves had fled to the Union army. | Effect: |

2. What were “contrabands”, and how did they pose a threat to the Confederacy?

C  **On January 1, 1863, President Lincoln issued the Emancipation Proclamation.** It stated that all slaves in the states controlled by the Confederacy were free. *Since the emancipation did not apply to slaves in the Border States or in Union-held areas*, not one slave was actually set free by the proclamation. However, the Border States were pleased and remained in the Union. Abolitionists, “contrabands”, and slaves were overjoyed at the decision, although some thought it did not go far enough.

| Cause: On January 1, 1863, President Lincoln issued the Emancipation Proclamation. | Effect: |
| Cause: | Effect: |
| Effect: “not one slave was actually set free by the proclamation.” |
3. If "not one slave was actually set free," why do you believe that "Border States were pleased" and "Abolitionists, 'contrabands,' and slaves were overjoyed" when Lincoln issued the Emancipation Proclamation?

______________________________________________________________________________________________________________________________________________________________________

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After the Emancipation Proclamation, the reason the Union was fighting the war changed to include bringing freedom to the slaves. Wherever the Union armies approached, slaves freed themselves by fleeing to the Union lines. By the end of the war, more than 500,000 slaves were free. The Emancipation Proclamation also announced that black men could enlist in the Union army. Therefore, black regiments formed, and more than 180,000 black soldiers and sailors fought for the Union.

<table>
<thead>
<tr>
<th>Cause: After the Emancipation Proclamation</th>
<th>Effect:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cause:</td>
<td>Effect: “slaves freed themselves by fleeing to the Union lines. By the end of the war, more than 500,000 slaves were free.”</td>
</tr>
<tr>
<td>Cause:</td>
<td>Effect: “black regiments formed”</td>
</tr>
</tbody>
</table>
4. How did the Emancipation Proclamation empower [give more power to] slaves?

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______________________________________________________________________________________________________________________
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5. Since the Emancipation Proclamation was officially issued in January 1863, why did leaders feel they also needed the Thirteenth Amendment in 1865?

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A  From the start of the war, the Northerners’ main goal was to preserve the Union, not to end slavery. Lincoln and other Republican leaders often insisted that they would act only to prevent the expansion of slavery into new states in the West. Lincoln was also concerned that the Border States, home to many slave-owners, might secede from the Union if the Union abolished slavery. However, there were also military reasons to end slavery. Since slaves provided the main labor force of the South, and raised food and dug trenches for the army, freeing the slaves would hurt the Confederate war effort.

| Cause: expansion of slavery into new states in the West. | Effect: Lincoln and other Republican leaders...would act only to prevent the expansion |
| Cause: if the Union abolished slavery | Effect: “the Border States...might secede from the Union” |
| Cause: Since slaves provided the main labor force of the South, and raised food and dug trenches for the army, freeing the slaves | Effect: “would hurt the Confederate war effort.” |

1. Explain how freeing the slaves could both help and hurt the Union’s chances of winning the war.

Emancipation could help the Union because slaves were used as the “main labor force” and supported Confederate troops by digging trenches and raising food. It could hurt the Union because it meant that border states that hadn’t previously joined the Confederacy might now secede.

B  By 1863, 100,000 slaves had fled to the Union army. In response, the Union army declared these escapees “contraband”, or captured war supplies, and protected their freedom. Lincoln, abolitionists, and “contrabands” wanted to enlist black soldiers to fight for the Union, but under the existing laws black men could not join the army.

| Cause: By 1863, 100,000 slaves had fled to the Union | Effect: “the Union army declared these escapees “contraband”, or captured war supplies, and protected their freedom.” |
2. What were “contrabands” and how did they pose a threat to the Confederacy?

“Contrabands” were escaped slaves who fled to the Union Army. They were protected by the Union troops and potentially could serve as additional recruits for the Union Army.

C  On January 1, 1863, President Lincoln issued the Emancipation Proclamation. It stated that all slaves in the states controlled by the Confederacy were free. Since the emancipation did not apply to slaves in the Border States or in Union-held areas, not one slave was actually set free by the proclamation. However, the Border States were pleased and remained in the Union. Abolitionists, “contrabands”, and slaves were overjoyed at the decision, although some thought it did not go far enough.

3. If “not one slave was actually set free,” why do you believe that “Border States were pleased” and “Abolitionists, “contrabands”, and slaves were overjoyed” when Lincoln issued the Emancipation Proclamation?

Answers may vary, but should include the fact that the Proclamation did not affect the ability of slaveholders in the Border States to keep slaves and that for Abolitionists, “contrabands”, and slaves, it was the first official declaration of the abolition of slavery as a justification for the war.

D  After the Emancipation Proclamation, the reason the Union was fighting the war changed to include bringing freedom to the slaves. Wherever the Union armies approached, slaves freed themselves by fleeing to the Union lines. By the end of the war, more than 500,000 slaves were free. The Emancipation Proclamation also announced that black men could enlist in the Union army. Therefore, black regiments formed, and more than 180,000 black soldiers and sailors fought for the Union.
4. How did the Emancipation Proclamation empower slaves?

The Emancipation Proclamation made the emancipation of slaves a primary justification for the war, provided a path for slaves to free themselves by fleeing to the Union lines, and enabled blacks to join the Union Army and fight directly against the Confederacy.

**E Union victory** led to the passage of the Thirteenth Amendment in 1865, freeing all people everywhere in the United States from slavery.

5. Since the Emancipation Proclamation was officially issued in January, 1863, why did leaders feel they also needed the Thirteenth Amendment in 1865?

The Emancipation Proclamation was an Executive Order that only affected slaves living in the Confederacy. The Thirteenth Amendment made slavery unconstitutional anywhere in the country.

CW6.3 - Causes and Effects of the Emancipation Proclamation Graphic Organizer

Causes

- Lincoln's personal feelings about slavery
- Freeing the slaves would hurt the Confederate war effort
- Slaves escaped to the Union lines, where Union officers accepted them as "contraband", or captured war supplies
- Lincoln, abolitionists and "contrabands" wanted to enlist black soldiers to fight in the Union army
- The war was not going well for the Union, and it was taking much longer than expected

Event

EMANCIPATION PROCLAMATION

Effects

- All slaves in states controlled by the Confederacy were free, but it did not apply to slaves in the Border States or in Union-held areas
- The Border States were pleased and remained in the Union
- Abolitionists, "contrabands," and slaves were overjoyed at the decision
- The reason the Union was fighting the war changed to include bringing freedom to millions of slaves
- By the end of the war, more than 500,000 slaves were free
- Black regiments formed and more than 180,000 black soldiers and sailors fought for the Union
CW6.4 -Emancipation Fact-Finding Mission Sources


“Brethren, the time has come when you must act for yourselves.... Go to your lordly enslavers and tell them plainly, that you are determined to be free. Appeal to their sense of justice, and tell them that they have no more right to oppress you than you have to enslave them....Let your motto be resistance! Resistance! RESISTANCE! No oppressed people have ever secured their liberty without resistance.... Trust in the living God. Labor for the peace of the human race, and remember that you are FOUR MILLIONS!”

“They [white Virginians] had preached long and loudly about the contented and happy condition of the slaves,—that the chief end of the black man was to worship and serve the white man, with joy and delight, with more willingness and obedience indeed than he would be expected to serve his Maker [God]. So the slave-holders were utterly at a loss to account for the unnatural desire on the part of the slaves to escape to the North where they affirmed they would be far less happy in freedom than in the hands of those so "kind and indulgent towards them." Despite all this, daily the disposition increased, with the more intelligent slaves, to distrust the statements of their masters especially when they spoke against the North. For instance if the master was heard to curse Boston the slave was then satisfied that Boston was just the place he would like to go to; or if the master told the slave that the blacks in Canada were freezing and starving to death by hundreds, his hope of trying to reach Canada was made ten-fold [ten times] stronger; he was willing to risk all the starving and freezing that the country could afford; his eagerness to find a conductor then would become almost painful.”

**Primary Source #3: “Petition of Northern Blacks to Lincoln, 1861”**

*We are strong in numbers, in courage, and in patriotism, and in behalf of our fellow countrymen of the colored race, we offer to you and to the nation a power and a will sufficient to conquer rebellion, and establish peace on a permanent basis. We pledge ourselves... that we will immediately proceed to raise an efficient number of regiments, and so fast as arms and equipments shall be furnished, we will bring them into the field in good discipline, and ready for action.”*

**Description:** A group of free black men living in the North sent this petition, or request, to President Lincoln. In 1861, the Union army would not accept black volunteers. Most white Northerners did not believe that black men would be good soldiers.

Primary Source #4: Contraband, Fortress Monroe, 1861

**Description:** Print shows a slave at the Union fort taunting his plantation master. The planter (left) waves his whip and cries, "Come back you black rascal." The slave replies, "Can't come back nohow, massa; Dis chile's contraban." Other slaves are seen leaving the fields and heading toward the fort. On May 27, 1861, Benjamin Butler, commander of the Union army in Virginia and North Carolina, decreed that slaves who fled to Union lines were "contraband of war," and would not be returned to their Confederate owners. The declaration caused 10,000 slaves to escape to Union lines around Fort Monroe, Butler's headquarters in Virginia, over the next three years.

Another day, one of the black soldiers came in and gave us his account of the Expedition [up the St. Mary's River]. No words of mine, dear...can give you any account of the state of exultation and enthusiasm that he was in. He was eager for another chance at "de Secesh." I asked him what he w[ou]ld do if his master and others should come back and try to reenslave him. "I'd fight um Miss, I'd fight um till I turned to dust!" He was especially delighted at the ire [anger] which the sight of the black troops excited in the minds of certain Secesh women whom they saw. These vented their spleen [anger] by calling the men "baboons dressed in soldiers' clothes," and telling them that they ought to be at work in their masters' rice swamps, and that they ought to be lashed to death. "And what did you say to them?" I asked. "Oh miss, we only tell um 'Hole your tongue, and dry up.' You see we wasn't feared of dem, dey couldn't hurt us now. Whew! didn't we laugh . . . to see dem so mad!" The spirit of resistance to the Secesh is strong in these men.

**Secesh** – nickname and sometimes insult for the Confederate soldiers (urban dictionary)

Primary Source #6: “Should the Negro Enlist in the Union Army?”

"Once let the black man get upon his person the brass letters US, let him get an eagle on his button, and a musket on his shoulder, and bullets in his pocket, and there is no power on earth or under the earth which can deny that he has earned the right of citizenship in the United States."

-- Frederick Douglass

Source: Frederick Douglass, "Should the Negro Enlist in the Union Army?", Speech at National Hall, Philadelphia on July 6, 1863, published in Douglass' Monthly, August 1863.
Primary Source #7: African American Refugees Coming into the Union Lines, Culpeper Court House, Va., Nov. 8, 1863

Description: Sketch drawn by Edwin Forbes, on Nov. 8, 1863, of slaves escaping and coming into the Union army lines.

Primary Source #8: *Sic Semper Tyrannis*: 22nd Regiment U.S. Colored Troops, 1864

**Description:** Banner for the 22nd Regt. U.S. Colored Troops, by David Bustill Bowser. Organized at Philadelphia in January 1864, the 22nd U. S. Colored Troops Infantry Regiment lost 217 men during the last year of the Civil War. Its motto, *Sic semper tyrannis*, means “death to tyrants”.

Primary Source #9: Letter about Capture of Private Wilson Wood, 1864

Description: On July 22, 1864, Private Wilson Wood of the 6th U.S. Colored Heavy Artillery was captured by Confederate forces and held in a prison camp. This is a letter from Col. William P. Hardeman, a Confederate officer, to tell the Union about Wood's capture. Source: National Archives, http://www.archives.gov/education/lessons/blacks-civil-war/images/wood-capture-letter.gif
Head Quarters Trinity La  
July 30th 1864

Lieut. Col. A. Mc Caleb  
U.S. Forces  
Vidalia La

Sir

In the skirmish of the 22nd July 1864 a negro man named Wilson was captured by the Confederate forces. He is wounded in the calf of the leg (flesh wound) and is receiving such medical attention as we have. When he is well if his owner lives in the Confederate lines he will be delivered to him, if not he will be held to slavery by the Government. I have to inform you that negroes are not considered prisoners of war, but all who surrender to us are treated as property and either delivered to their original owner or put at labor by the Government.

I am very respectfully  
Your obedient servant

(Signed) Wm P. Hardeman

Description: On July 22, 1864, Private Wilson Wood of the 6th U.S. Colored Heavy Artillery was captured by Confederate forces and held in a prison camp. This is a letter from Col. William P. Hardeman, a Confederate officer, to tell the Union about Wood’s capture.
Primary Source #10: Hymn of the Freedman, 1864

**Description:** This picture is the cover of a piece of sheet music (with words and musical notes for instruments and voices.)

Chorus:
*Then rally, rally, rally round the flag of liberty;*
*We are men at last and soldiers,*
*We are free, are free, are free.*

Source: George H. Boker, Hymn of the Freedman, Johns Hopkins University, Levy Sheet Music Collection, Box 088, Item 083; https://jscholarship.library.jhu.edu/handle/1774.2/5689. Image courtesy of The Sheridan Libraries of The Johns Hopkins University.
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**DESCRIPTION of SOURCE**

What is the document about? (Use a bullet-pointed list.)

**PURPOSE and AUDIENCE**

Who is the intended audience? Why was this document created?

**MESSAGE and ARGUMENT**

What is the main idea or thesis of this document?

**MAKING CONNECTIONS FOR EVIDENCE**

How does this document relate to the focus question? What evidence does it provide about how slaves gained their freedom?

**QUESTIONS I STILL HAVE...**
### CW6.5K - Emancipation Fact-Finding Mission Field Notes Key

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</thead>
<tbody>
<tr>
<td>1</td>
<td>Speech, &quot;An Address to the Slaves of the United States of America&quot; by Henry Highland Garnet</td>
<td>1843 National Negro Convention in Buffalo, NY</td>
</tr>
</tbody>
</table>

#### DESCRIPTION of SOURCE
What is the document about? (Use a bullet-pointed list.)

- A call to action for all slaves to resist bondage
- A call for justice, for a society where no one is held in slavery
- To remember the power of slaves’ numbers to resist those who unjustly hold them in slavery

#### PURPOSE and AUDIENCE
Who is the intended audience? Why was this document created?

Garnet speaks beyond just those people attending the convention (who were not slaves themselves), but to all slaves. He wanted to urge them to resist their condition as slaves.

#### MESSAGE and ARGUMENT
What is the main idea or thesis of this document?

Garnet plays on the strength of justice and morality, and the power of four million slaves, to call for an end to slavery in the United States.

#### MAKING CONNECTIONS FOR EVIDENCE
How does this document relate to the focus question? What evidence does it provide about how slaves gained their freedom?

*This document shows that well before the Civil War, slaves and African-Americans in the North resisted the institution of slavery – both by speaking to its injustice, and by calling for actions to end bondage for African-Americans.*
<table>
<thead>
<tr>
<th>Doc # 2</th>
<th>What type of document (text, photo, map)? Who created it? Title?</th>
<th>When and where is the document from?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written text, William Still, The Underground Railroad: A Record</td>
<td>The North, 1872</td>
<td></td>
</tr>
</tbody>
</table>

**DESCRIPTION of SOURCE**
*What is the document about? (Use a bullet-pointed list.)*

- The desire of the slaves to reach freedom regardless of what their masters told them about potential hardships, and regardless of how much the whites believed slaves were happy to be in bondage
- The more their slave owners discouraged them, the more they fought for freedom by trying to escape to the North

**PURPOSE and AUDIENCE**
*Who is the intended audience? Why was this document created?*

It is written after the war, to describe the experiences of the many slaves who escaped to the North through the Underground Railroad, as a testimony to their courage and commitment for freedom.

**MESSAGE and ARGUMENT**
*What is the main idea or thesis of this document?*

The slaves sought freedom at all costs, and no so-called comforts under slavery could ever compare to the experience of freedom.

**MAKING CONNECTIONS FOR EVIDENCE**
*How does this document relate to the focus question? What evidence does it provide about how slaves gained their freedom?*

*This document provides an account of why slaves fled to freedom in the North, indicating that no physical hardship would stop them from seeking freedom from slavery.*
<table>
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<tr>
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<th>What type of document (text, photo, map)? Who created it? Title?</th>
<th>When and where is the document from?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Letter written by free Northern blacks to President Lincoln, “Petition of Northern Blacks to Lincoln, 1861”</td>
<td>The North, 1861</td>
</tr>
</tbody>
</table>

**DESCRIPTION of SOURCE**

*What is the document about? (Use a bullet-pointed list.)*

- Free Northern blacks ask Lincoln to draw on the numbers, courage, and patriotism of African-Americans as soldiers for the Union Army
- That free blacks promise to raise a good number of regiments, and to fight with determination

**PURPOSE and AUDIENCE**

*Who is the intended audience? Why was this document created?*

Lincoln, and presumably his war cabinet. The Northern blacks want to have the opportunity to aid in the Union effort against the Confederacy.

**MESSAGE and ARGUMENT**

*What is the main idea or thesis of this document?*

African Americans would be good soldiers, who would help the Union war effort, and their inherent opposition to the Confederate position would make them determined soldiers.

**MAKING CONNECTIONS FOR EVIDENCE**

*How does this document relate to the focus question? What evidence does it provide about how slaves gained their freedom?*

This petition argues that *slaves and free African-Americans would serve as competent soldiers – making it clear that African-Americans did not intend to sit passively while the Union fought against the Confederacy.*
### CW6.5K - Emancipation Fact-Finding Mission Field Notes Key

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<tbody>
<tr>
<td>4</td>
<td>“Contraband, Fortress Monroe,” wood print, unknown artist</td>
<td>1861</td>
</tr>
</tbody>
</table>

**DESCRIPTION of SOURCE**

What is the document about? (Use a bullet-pointed list.)

- After the 1861 declaration by Union commander that escaped slaves were “contraband of war”, slaves could flee to the Union forces for freedom
- Slave-owners resisted their slaves’ escape but were unable to always do so successfully

**PURPOSE and AUDIENCE**

Who is the intended audience? Why was this document created?

Unclear audience given we do not know the source, but students could make the case for a variety of answers, such as all Americans, literate Americans, or others. Depending on their answer, they can offer ideas as to the purpose of the document.

**MESSAGE and ARGUMENT**

What is the main idea or thesis of this document?

The artist illustrates the impact of the “contraband” declaration by the Union Army on both slaves looking for a chance to escape bondage, and on the white slave-owners who tried to make the slaves remain – usually by force – but not always successfully.

**MAKING CONNECTIONS FOR EVIDENCE**

How does this document relate to the focus question? What evidence does it provide about how slaves gained their freedom?

*This print shows that slaves actively fled from their masters as the Union Army entered the South, not waiting for anyone else to free them.*
### CW6.5K - Emancipation Fact-Finding Mission Field Notes Key

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<tbody>
<tr>
<td>5</td>
<td>Journal entry, Charlotte Forten Grimke</td>
<td>March 1863, written while visiting the South</td>
</tr>
</tbody>
</table>

#### DESCRIPTION of SOURCE
What is the document about? (Use a bullet-pointed list.)

- Charlotte’s encounter with a black soldier who shows his determination to fight, to death if necessary, against those trying to enslave him or other blacks.
- The discomfort of the white southerners at the sight of black Union soldiers.

#### PURPOSE and AUDIENCE
Who is the intended audience? Why was this document created?

Charlotte wrote in her journal, to herself. She undertook a trip to the South during the Civil War as an abolitionist, and recorded her impressions of the struggle.

#### MESSAGE and ARGUMENT
What is the main idea or thesis of this document?

Charlotte illustrates the determination of this particular black Union soldier to retain his freedom and to show white Southerners that they could no longer scare blacks like himself, who had power (and weapons) to resist. Charlotte mentions that such feelings were common among black Union soldiers.

#### MAKING CONNECTIONS FOR EVIDENCE
How does this document relate to the focus question? What evidence does it provide about how slaves gained their freedom?

Grimke suggests that African-American soldiers saw the war as the ultimate struggle for their freedom, and that they would fight until death if necessary to secure freedom for themselves and others.
### CW6.5K - Emancipation Fact-Finding Mission Field Notes Key

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<tr>
<th>Doc # 6</th>
<th>What type of document (text, photo, map)? Who created it? Title?</th>
<th>When and where is the document from?</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Should the Negro Enlist in the Union Army&quot; Speech, Frederick Douglass</td>
<td>Speech at National Hall, Philadelphia, July 6, 1863</td>
<td></td>
</tr>
</tbody>
</table>

#### DESCRIPTION of SOURCE

**What is the document about?** (Use a bullet-pointed list.)

- That time spent as a black soldier would secure citizenship for these oppressed members of society

#### PURPOSE and AUDIENCE

**Who is the intended audience?** Why was this document created?

Douglass writes to all those in favor of increased rights for African-Americans – blacks and whites alike. He presses for black men to enlist in the Union Army.

#### MESSAGE and ARGUMENT

**What is the main idea or thesis of this document?**

Douglass speaks to the importance of involving black soldiers in the fight against the Confederacy, mainly for securing citizenship for those men who wear the uniform of a Union soldier.

#### MAKING CONNECTIONS FOR EVIDENCE

**How does this document relate to the focus question?** What evidence does it provide about how slaves gained their freedom?

*Students can infer from this document that slaves and others took Douglass’ advice to seek a path to citizenship through military service.*
**CW6.5K - Emancipation Fact-Finding Mission Field Notes Key**

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<tbody>
<tr>
<td>7</td>
<td>“African American Refugees Coming into the Union Lines”, sketch by Edwin Forbes.</td>
<td>Virginia, November 8, 1863</td>
</tr>
</tbody>
</table>

**DESCRIPTION of SOURCE**
*What is the document about? (Use a bullet-pointed list.)*

- The desire of slaves to escape bondage and move toward freedom as the Union Army approaches
- Slaves also brought horses & wagons with them

**PURPOSE and AUDIENCE**
*Who is the intended audience? Why was this document created?*

- It is difficult to know who the intended audience is, but it is a peaceful looking image that suggests the artist is in favor of the slaves’ escape.

**MESSAGE and ARGUMENT**
*What is the main idea or thesis of this document?*

The print shows the opportunity available to slaves as a result of the advance of the Union Army. By showing the families escaping together, it speaks favorably of the Union advance.

**MAKING CONNECTIONS FOR EVIDENCE**
*How does this document relate to the focus question? What evidence does it provide about how slaves gained their freedom?*

*This sketch shows the literal way in which slaves gained freedom: using their feet and any other method of transportation available to move themselves and their families to freedom within the Union lines.*
**CW6.5K - Emancipation Fact Finding Mission Field Notes Key**

<table>
<thead>
<tr>
<th>Doc # 8</th>
<th>What type of document (text, photo, map)? Who created it? Title?</th>
<th>When and where is the document from?</th>
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<tbody>
<tr>
<td></td>
<td>Regiment banner for the 22nd Regiment of U.S. Colored Troops, by David Bustill Bowser. Sic Semper Tyrannis, the motto, means “death to tyrants”.</td>
<td>Philadelphia, where the 22nd Regiment formed in January of 1864</td>
</tr>
</tbody>
</table>

**DESCRIPTION of SOURCE**

*What is the document about? (Use a bullet-pointed list.)*

- The power of the colored troops to bring death and destruction to slave-owners, and the Confederacy more largely.

**PURPOSE and AUDIENCE**

*Who is the intended audience? Why was this document created?*

As a regimental banner, the audience is the men who fight under it, and perhaps also to promote such efforts to potential black soldiers. It could also show the determination of black soldiers to those in the North who question their right to join the Army.

**MESSAGE and ARGUMENT**

*What is the main idea or thesis of this document?*

The banner suggests that the black Union soldiers fight hard and well against the Confederacy, and their pride in shoving down the Confederate enemy.

**MAKING CONNECTIONS FOR EVIDENCE**

*How does this document relate to the focus question? What evidence does it provide about how slaves gained their freedom?*

*This banner represents how African-American soldiers fought (and wanted to fight) against their former slave-owners in order to defeat the Confederacy and the institution of slavery – a death to the “tyrants” who held other humans in slavery.*
### CW6.5K - Emancipation Fact Finding Mission Field Notes Key

<table>
<thead>
<tr>
<th>Doc # 9</th>
<th>What type of document (text, photo, map)? Who created it? Title?</th>
<th>When and where is the document from?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Letter, William Hardeman</td>
<td>Louisiana, July 30, 1864</td>
</tr>
</tbody>
</table>

#### DESCRIPTION of SOURCE
*What is the document about? (Use a bullet-pointed list.)*

- Describes the condition of one of the black Union soldiers, Private Wood, who was wounded during battle and held in a Confederate prison camp
- That Private Wood was receiving medical care
- That Wood would be returned to his former owner, or if his former owner could not be identified, Wood would be put to work by the Confederate government.

#### PURPOSE and AUDIENCE
*Who is the intended audience? Why was this document created?*

Written to inform the Union Army of Wood’s capture and his treatment and future under the hands of the Confederate Army.

#### MESSAGE and ARGUMENT
*What is the main idea or thesis of this document?*

The message is that this black soldier, and presumably other such soldiers captured by the Confederates, would not be considered prisoners of war and treated like white Union soldiers, but would be forced back into some form of slavery. The letter implies that these black soldiers would fight for the Union despite this potential fate if they were captured by the enemy.

#### MAKING CONNECTIONS FOR EVIDENCE
*How does this document relate to the focus question? What evidence does it provide about how slaves gained their freedom?*

*This letter provides the evidence that African-American soldiers were willing to risk re-enslavement when fighting against the Confederacy – that freedom for all African-Americans was that important to these soldiers.*
**CW6.5K - Emancipation Fact Finding Mission Field Notes Key**

<table>
<thead>
<tr>
<th>Doc # 10</th>
<th>What type of document (text, photo, map)? Who created it? Title?</th>
<th>When and where is the document from?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Hymn of the Freedman,” cover from a piece of sheet music, words by George Boker, Esq, music by A Contraband</td>
<td>The North, 1864</td>
</tr>
</tbody>
</table>

**DESCRIPTION of SOURCE**
*What is the document about? (Use a bullet-pointed list.)*

- Shows a black regiment and drummer boy, with a white officer
- Respectful image of the colored regiment

**PURPOSE and AUDIENCE**
*Who is the intended audience? Why was this document created?*

- The music is dedicated to Mrs. Col Chas. W. Fribley, and illustrates the resolve of the soldiers to be freemen.

**MESSAGE and ARGUMENT**
*What is the main idea or thesis of this document?*

That black soldiers not only fought like their white counterparts, but had the added incentive of freedom to attach to their endeavors.

**MAKING CONNECTIONS FOR EVIDENCE**
*How does this document relate to the focus question? What evidence does it provide about how slaves gained their freedom?*

*This song title indicates that African-American soldiers understood that their freedom was linked to the outcome of the Civil War. They knew they must battle against the Confederacy in order to bring down slavery, and they were willing to put their lives on the line to do so.*

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**History Blueprint**

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**Unit Page 274**
CW6.6 - Emancipation Review

1. Organize the following list of events in chronological order using 1860, the Emancipation Proclamation, and the end of the Civil War as points of reference. Multiple answers are possible.

* Former slaves enlist in the Union army
* Slaves escape masters
* Election of Lincoln
* Fort Monroe accepts “contraband”
* South Carolina secedes
* The Union fights to end slavery

2. Write two cause-and-effect statements based upon this timeline.

3. List three actions that slaves took to gain their freedom.
2. Write two cause-and-effect statements based upon this timeline.
   a. Because Lincoln was elected, South Carolina seceded.
   b. Slaves joined the Union army as a result of the Emancipation Proclamation.
   c. Since Fort Monroe accepted “contrabands” and many slaves escaped their masters, Lincoln drafted the Emancipation Proclamation.
   d. Former slaves could enlist in the Army after the Emancipation Proclamation was passed.
   e. The Emancipation Proclamation made it official that the Union’s purpose for war included freedom for all.

3. List three actions that slaves took to gain their freedom.
   a. The Emancipation granted freedom to slaves in Confederate states. Since the Confederate states denied federal jurisdiction, slaves were in fact not free in the Confederacy.
   b. They fought for it. Free blacks and escaped slaves served in the Union army.
   c. Slaves, individuals and families, ran away and crossed into Union lines, thus becoming “contraband.”
   d. They wrote about the right to freedom and encouraged one another to struggle for it.
CW6.7 Modification - Freedom Timeline

Overview: Long before Lincoln wrote the Emancipation Proclamation, slaves and their supporters fought against the institution of slavery. At the same time, slave owners fought to maintain what they believed to be their right to hold slaves as property. In order to better understand the ongoing fight over two very different definitions of freedom, your task is to organize the following events into a timeline that clearly explains:

1. how both individual slaves fought for their own freedom and the federal government helped put an end to the institution of slavery, and
2. how individual slave-owners and the Confederacy defended what they believed to be their freedom to own property.

Directions:
- With your partner(s), create an 1860-1865 timeline that organizes the following events in their proper chronological order.
- In addition to listing the events in order, your timeline will need to include specific content, images, or text to clearly explain both #1 and #2 above.
- Finally, be prepared to share your timeline with the class and explain your answers to questions #1 and #2 above.
- Be sure to review the grading guidelines for this timeline as you work to make sure you have both included all required components in a well-organized, historically accurate, and creative fashion.

Specific Events (use your textbook or other source to find dates):

- Fort Monroe accepts contraband
- The Emancipation Proclamation is issued by President Lincoln
- 54th Massachusetts Regiment is formed
- 54th Regiment fights at Fort Wagner
- Election of Lincoln
- Sherman’s March to the Sea causes major destruction to Confederate property and land
- South Carolina secedes
- African American soldiers receive equal pay in the Union army
- Passage of the 13th Amendment
CW6.7 Modification – Freedom Timeline (continued)

Ongoing Actions (these are not one-time events, but occur throughout the 1855 – 1865 period. Organize your timeline so that it is clear these are listed as ongoing):
- Slaves protest their condition by escaping north
- The Union Army does not return escaped slaves to slave owners, claiming captured war property (contraband)

Grading Guidelines (to receive full credit, you must be able to answer yes to each of the following questions)
- Does the timeline include all required events and ongoing actions?
- Are all events and actions organized in the correct chronological order?
- Does the timeline and the presentation explain how both individual slaves fought for their own freedom and the federal government helped put an end to the institution of slavery? (#1)
- Does the timeline and the presentation explain how individual slave-owners and the Confederacy defended what they believed to be their freedom to own property? (#2)
- Is the timeline clear and easy to read?
Does the timeline include all required events and ongoing actions? Are all events and actions organized in the correct chronological order?

November, 1860: Election of Lincoln
December, 1860: South Carolina secedes
May, 1861: Fort Monroe accepts contraband
January, 1863: The Emancipation Proclamation is formally issued by President Lincoln
March, 1863: 54th Massachusetts Regiment is formed
July, 1863: 54th Regiment fights at Fort Wagner
June, 1864 (retroactive): African American soldiers receive equal pay in the Union army
November – December, 1864: Sherman’s March to the Sea causes major destruction to Confederate property and land
December, 1865: Passage of the 13th Amendment

Does the timeline explain how both individual slaves fought for their own freedom and the federal government helped put an end to the institution of slavery? (#1)
Slaves gained freedom by escaping, and also freedom to fight against the Confederacy. They gained official freedom at the end of war. The federal government gained the freedom to take property from an enemy as captured war supplies (including slaves considered “contraband”).

Does the timeline explain how individual slave-owners and the Confederacy defended what they believed to be their freedom to own property? (#2)
The Confederacy gained the freedom to get rid of the government they didn’t like and form a new government, but they lost that freedom when they lost the war. Individual slave-owners lost the freedom to own slaves as property, and the freedom to have life and property as they lost the war.
Civil War Lesson #7:
Effects of the Civil War

Major Topics:
- Effects of the war on different populations
- Massive death and destruction caused by the war
- Long-term consequences of the war

How did the Civil War impact different groups of Americans?

This lesson addresses the effects of the Civil War on multiple populations. Students learn about the unprecedented scale of death and destruction, and what that meant for the country that needed to rebuild and heal at the end of the war. They also study the experiences of Americans who did not serve as soldiers. The varied roles of women, African Americans, and the people who cared for the wounded all provide students with an up-close and complex understanding of the meaning of war. Students also learn about longer-term consequences of the war, including Lincoln’s assassination, as well as the physical destruction of much of the south. Moreover, they will come away with a picture of how warfare, and the country in general would never look the same after 1865 as the federal government took a vastly new size and shape.

This lesson also encourages students to understand the importance of perspective and complexity. It asks them to consider different people’s experiences and synthesize this information to make interpretations about the significance of the war. Specific literacy strategies help students make sense of multiple primary sources.
Procedures

Step 1: Perspectives in the Civil War (Class Time: 10 minutes)

Introduce the lesson focus question: How did the Civil War impact different groups of Americans? Tell students that different types of people have different experiences during war time. Ask students to discuss with a partner or small group the effect of war upon their Historical Figure. Did your historical figure gain or lose money or property? Were the rights of your figure affected? If so, in what ways did your figure change during the war? This brief discussion will help students understand that different people viewed the aftermath of war through very different eyes. Make sure that students understand that in general, the effects of losing the war were harsher for white southerners than on the winners, white northerners. However, on both sides, the war caused massive death and destruction.

Step 2: Images of the Civil War (Class Time: 50 minutes)

Tell students that they will learn about seven effects of the Civil War - how war affected women, freed slaves, the wounded and those who cared for the sick and the wounded, the destruction of property, new technology, death and the growth of the federal government. Students will learn about these effects through viewing multiple photographs and drawings. In Images and Descriptions of the Effects of the Civil War (CW7.1), each document comes with a description of the broader effect. The teacher can either make seven stations around the classroom to showcase images from each category, or distribute to students copies of all of the images and descriptions. Tell students to look at all of the documents, and read all the descriptions, but choose one specific image and description from each of the seven categories. They should answer questions on Questions for Images and Descriptions of the Effects of the Civil War (CW7.2), for this one specific image (one for each category for a total of seven.)

Step 3: Making Connections about the Effects of the Civil War (Class Time: 50 minutes)

Now that students have an understanding of the varied effects of the Civil War, they will move to making interpretations about the war’s impact. Distribute the Effects of the Civil War Chart (CW7.3) and tell them that they will be making interpretations or drawing conclusions about the war’s effects. Point out that they will make claims about many of the populations they studied in the previous step, and some ideas that were covered indirectly. Then explain that each population or place had multiple effects from the war (political, social, economic, and other). Their job is to infer – based on the images and descriptions – what the impact was.

Guide the class through the first row to highlight the mixed effects of the war. Students should be able to determine that African Americans gained political and social freedoms as a result of the war, but they might be uncertain about economic freedom. The images highlight the Freedmen’s Bureau, but they don’t directly mention economic benefits. Most often, free slaves received no economic compensation, which meant that they were now poor. In filling out this chart, be sure to emphasize for students that the concept of “winners” and “losers” is ultimately very complicated, especially in light of all of the death and destruction caused by the war.
Procedures (Continued)

Step 4: Effects on Freedom (Class Time: 20 minutes)
Once students complete this chart, finish the activity by returning to the Freedom Wall in your classroom. Ask students to volunteer information about the ways in which the effects of the Civil War advanced or restricted freedom. Be sure that students are able to make claims about the mixed effects on freedom on different populations. Make sure that they understand:

- The slaves were free after the war and the Freedman’s Bureau gave them schools and equal access to resources with whites, but the freed slaves did not receive any property. They owned nothing, and they were poor.

- Slave owners lost a huge amount of wealth and property when the slaves were freed. Most of them and southerners in general lost homes, farms, wealth, and businesses as the Confederacy was destroyed by the effects of war, such as Sherman’s March to the Sea. They lost freedom as they lost property.

- Southerners lost the battle for secession and states’ rights and had to rejoin the Union as losers of the war. They would have to obey the federal government. They felt all of this as a loss of freedom.

- Women were left alone and had to manage farms and businesses alone. For some, this was a stress, but others were inspired to seek equal rights. Women joined the Sanitary Commission, helped soldiers, sewed uniforms, served as nurses, and fought in disguise as soldiers. Many lost husbands and sons.

- The federal government grew in power during and after the Civil War. It took over many powers that previously had belonged to the state governments or individuals.

Modifications / Support for Student Literacy

Images of the Civil War (CW 7.1)
If students struggle to understand the images and descriptions in CW 7.1, have them slow down and examine the sentences in the descriptions. You may direct them to read only 3 descriptions instead of all of them, and while reading, tell students to circle the “who” (the actor), and tell them to underline the “experience or effect.” This strategy of deconstructing the sentences will help struggling students understand that the descriptions and images are meant to explain that each person or groups of people had different unique experiences during the war.
Directions: Below are seven different categories that highlight the Civil War’s effects. Look at all of the images and read the descriptions. When you are finished with each category, select one image and description and answer questions about it.

Category 1: WOMEN

**Image 1A:** “Southern women feeling the effects of the rebellion [the Civil War], and creating bread riots.”

During the war, there was not enough food in many areas of the Confederacy, and people at home began to starve. Some women in the Confederate south rioted and stole food to feed their families. Many historians have looked at these “bread riots” and argued that it was a sign of women’s desperation [hopeless feelings] and also their activism in the war. As a result of the rioting, women convinced many of their husbands, sons and brothers to return from fighting so that their families would have less of a chance of starving.

**Image 1B:** “Unidentified woman holding a cased photograph of an unidentified solder in Confederate uniform.”

In the midst of war, women were most often left alone on the home front. There were emotional, economic, political, and social consequences to being left alone. In the Confederacy, women often had to tend to family farms or oversee slaves, jobs that they had not been trained to do. In the Union, women had to run businesses, farms, and money matters, which was often stressful for family relations.
Image 1C: Frances L. Clalin 4 mo. heavy artillery Co. 1, 13 mo. Calvary Co. A. 22 months.” Although it certainly was not the norm for women to dress up in military uniforms and fight for either the Union or Confederacy, many women did. Since the military barred [did not allow] women from joining, women would dress up as men and fight in disguise to serve their cause.

Source: Library of Congress.

http://www.loc.gov/pictures/item/2010648636/

Image 1D: “The Influence of Woman.” Women showed their patriotism for the war effort by volunteering to help soldiers. They joined organizations like the United States Sanitary Commission in the North to help with medical needs. They worked on the home front to sew uniforms, wind bandages, and collect rations of food.

http://www.loc.gov/pictures/item/91705457/
Women also started regional groups to gather supplies to be sent to soldiers. These groups were very successful and sometimes inspired women to seek equal rights with men. After the war ended, the women’s rights movement became more popular and widespread.

Image 1E: “Great meeting of the ladies of New York at the Cooper Institute, on Monday, April 29, 1861, to organize a society to be called "Women’s Central Association of Relief," to make clothes, lint bandages, and to furnish nurses for the soldiers of the Northern Army.”

Great meeting of the ladies of New York at the Cooper Institute, on Monday, April 29, 1861, to organize a society to be called "Women's Central Association of Relief," to make clothes, lint bandages, and to furnish nurses for the soldiers of the Northern Army. Reproduction from a wooden engraving. 1958 May 10, [from an engraving done in 1861]. Source: Library of Congress, http://www.loc.gov/pictures/item/2002719631/
Image 2A: “Glimpses at the Freedmen’s Bureau. Issuing rations to the old and sick.”

Before the war even ended, President Lincoln ordered the establishment of an agency called the Freedmen’s Bureau, which would be in charge of helping people in the south after the war. One of the ways they did this was by providing food, housing, and farming supplies to southerners that needed it. As an important sign that the north had won the war and slavery was over, blacks and whites received rations equally.

After they lost the war, many white southerners worried that freeing slaves would destroy their society. For example, white southerners feared that free African Americans would rise up against their former masters in a violent way. One of the purposes of the Freedmen’s Bureau was to make sure that white’s and black’s rights were equally protected. Although they did not give property freely to newly freed slaves, the bureau tried to give out resources equally among blacks and whites.

Image 2B: “The Freedmen’s Bureau.”

Image 2C: “Freedmen’s School, Edisto Island, SC”

Freedmen’s Bureaus tried to provide opportunities to freed slaves that they had been denied for centuries. One of the first things that newly freed slaves sought was an education. Freedmen’s Bureaus established some of the first schools for African American children and adults. Learning to read was a luxury and a skill that all wanted to acquire. This Bureau was also one of the first times that the federal government got directly involved in the social aspects of Americans’ lives.

Category 2: FREED SLAVES (continued)

**Image 2D: “A Negro family coming into the Union lines”**

As the war began, slaves started to escape from their masters and flee to Union lines. Once President Lincoln issued the Emancipation Proclamation and slaves heard about the new calls for their freedom, they left in even greater numbers. They would frequently have to sneak out in the middle of the night without anyone knowing to avoid capture and punishment from their masters or Confederate forces.


**Image 2E: “A group of “contrabands””**

With their newly acquired freedom, one of the first things freed slaves did was to look for their relatives. For centuries parents had been forcibly separated from their children, husbands taken from wives, brothers sold far away from sisters. One of the first effects of their war was that freed slaves roamed the south trying to locate loved ones that they had not been able to see for most of their lives.

Category 2: FREED SLAVES (continued)

**Image 2F:** “Stampede of slaves from Hampton to Fortress Monroe”

Sometimes slaves escaped together and fled to Union lines in masses. Northern artists drew scenes of chaos and desperation to make the Union cause seem more important.

http://www.loc.gov/pictures/item/92515012/
Category 3: PEOPLE WHO CARED FOR THE WOUNDED

**Image 3A: “Fredericksburg, Va. Nurses and officers of the U.S. Sanitary Commission”**

Through the Sanitary Commission, women worked as nurses during the war. Altogether about 3,200 women served the Union and Confederacy. Based on the ideas and organization of the Sanitary Commission, one of the nurses – Clara Barton – went on to found the American Red Cross in 1881. The Commission depended on volunteers working in their local communities to collect needed items and distribute them to the Union troops.

Category 3: PEOPLE WHO CARED FOR THE WOUNDED (continued)

**Image 3B: “The floating hospital on the Mississippi”**

The medical industry had to grow a lot during the war to tend to all of the wounded and disease-ridden soldiers. Some state-of-the-art hospitals emerged to treat the wounded.

Image 3C: “Hospital scene”

During the war, female nurses worked alongside male nurses and doctors to tend to the wounded. Supplies were often limited, and nurses had to get creative about how they treated the ill. For example, when army surgeons ran out of bandages, nurses stepped in and convinced them to use lint to cover wounds instead of corn husks.


Image 3D: “A Ward in Armory Square Hospital, Washington, D.C.”

Hospital wards were intended to take care of the wounded as well as the sick. During the war, for every one soldier that lost his life on the battlefield, two soldiers died of disease. Even inside hospitals, arm and leg wounds from the battlefield could often lead to gangrene or tetanus, deadly infectious diseases.

Image 3E: “Citizens Volunteer Hospital Philadelphia”

Image 4A: “Sherman's men destroying railroad. Marching through Georgia. "So we made a thoroughfare for Freedom and her train, sixty miles in latitude, three hundred to the main.””

As a brutal final strategy of battle, Union General William Tecumseh Sherman embarked on a famous path of destruction in which he and his troops marched through the state of Georgia seizing and destroying everything in their paths. It was one of the first practices of “total war,” in which the army attacked not just the enemy military, but civilians, homes, towns, and infrastructure also. In this photograph, Sherman’s men worked to pull up the railroad in Georgia so that goods, resources, and people could not be transported.

Source: "Sherman’s men destroying railroad. Marching through Georgia. ‘So we made a thoroughfare for Freedom and her train, sixty miles in latitude, three hundred to the main.’” George Barnard, Photographer. 1864. Source: http://www.loc.gov/pictures/item/2011648001/
Everywhere Sherman and his men went, they seized what was in their paths. They took all ammunition that was held by the Confederacy, but they also captured weapons that were held in private homes. Moreover, in an attempt to destroy the will power and spirit of the Confederacy, Sherman directed his soldiers to burn most things in their paths, including homes and farms.

Image 4C: “Sherman’s march to the sea”

The brutality of Sherman’s march has a permanent place in American history and the history of war. Although it came at the end of the war, some scholars argue that this last show of power from the Union did in fact play a significant role crushing the will of the Confederacy. At the same time, the campaign literally destroyed the south, meaning that at the end of the war, entire states and regions needed to be rebuilt from the ground up. People lost homes, farms, businesses, infrastructure, wealth, and many of their male relatives.

Source: “Sherman’s march to the sea” drawn by F.O.C. Darley, c. 1883.
CW7.1– Images and Descriptions of the Civil War (page 16 of 23)
Category 5: WEAPONS AND TECHNOLOGY

Image 5A: “Artillery captured from the rebels.”

Mobile cannons and other artillery, and more accurate and deadly rifles and pistols were made in the early factories. The improved technology of these weapons meant that it was easier to kill larger numbers of soldiers more quickly.

Source: Stereograph showing two soldiers standing amid the cannons and caissons captured by the Union near Rocketts in Richmond, Virginia. The artillery is to be shipped North. Source: Library of Congress, http://www.loc.gov/pictures/item/2011660455/
The Union and the Confederates used new technologies during the war, such as hot air balloons for reconnaissance (spying), submarines, and minie ball bullets (grooved for greater accuracy). They also used the expanding railroad and telegraph systems to move soldiers, supplies, and information. These new technologies helped make the war more deadly and destructive.

Image 5B: Thaddeus Lowe replenishing balloon INTREPID from balloon CONSTITUTION
Source: Thaddeus Lowe replenishing balloon INTREPID from balloon CONSTITUTION, Fair Oaks, VA. Photo from http://www.civilwar-pictures.com/g/technology/balloon_intrepid

Image 5C: A wrecked Confederate train in Manassas, after the Second Battle of Bull Run.

Union soldiers retreating from the battle destroyed trains and railroad tracks.

Source: Photo Credit: CORBIS
http://www.history.com/photos/civil-war-battles-of-bull-run/photo7
CW7.1– Images and Descriptions of the Civil War (page 18 of 23)

Category 6: DEATH

Image 6A: “Lincoln’s coffin in the City Hall, Chicago”

On April 14, 1865, five days after Confederate General Robert E. Lee surrendered to Union General Ulysses S. Grant, ending the Civil War, President Lincoln was assassinated. John Wilkes Booth, a well-known southern actor, carried out the assassination in an attempt to rally the Confederacy to continue fighting. It did not work, but it did bring the entire country to a halt and devastated northerners, who had just learned that the war was over.

“Lincoln’s coffin in the City Hall, Chicago,” William Waud, artist. Inscribed on decorative banners within image: He left us sustained by our Prayers He returns embalmed in our tears; Liberty's great martyr. Inscribed, as indicators within image: Entrance; Coffin. Inscribed on verso: Catafalque in the City Hall, Chicago. May 1, 1865. Source: Library of Congress, http://www.loc.gov/pictures/item/2004661349/.
President Lincoln was the first president in American history to be killed in office. Following his assassination, there were reports all over the country of Booth’s supporters being attacked. After Lincoln’s body lay in state in Washington DC, it went on a 1,500 mile funeral procession to New York and then to Springfield, Illinois. Along the way, thousands of people showed up to pay respects to the train that carried his body and to mourn the loss of their president. The death of President Lincoln also meant that his newly-elected vice president, Andrew Johnson, was now in charge of the country.
No war in American history had come close to the death and destruction of the Civil War. On the battlefields, in camps, hospitals, and in between, soldiers died in huge numbers. Overall, more than 600,000 Americans were killed during the war. This is many times more than the number of Americans killed in any other war.

Some battlefields were virtual killing fields. Photographers took pictures of astounding numbers of dead soldiers. At the Battle of Gettysburg alone, approximately 51,000 soldiers died. In part, the high number of casualties resulted from the fact that all of the soldiers were considered Americans.
More than half of the soldiers who died during the war did not die on the battlefield, but instead they died from disease; hospitals and medical camps became deadly places. Rough burial grounds were often constructed next to battlegrounds and outside hospitals.

“Burying Union dead at hospital in Fredericksburg, Va.”
During and after the Civil War, the power of the federal government grew larger and larger. The federal government extended control into many political, economic and social areas that people had before seen as belonging to the state governments, or to individuals. For example, 1863 Conscription Act was the first time that the United States government drafted men into the army, instead of waiting for volunteers. Another example was the National Currency Act of 1863, which made just one national currency (money.) Before this, states could issue paper money, but after the Civil War, only the federal government had that power. The paper bills issued during the Civil War were called "greenbacks."
CW7.2– Questions for “Images and Descriptions of the Civil War”

**Directions:** After you have chosen one image from each of the seven categories about the effects of the Civil War, answer the questions on the chart for each image. For each row of the chart, you will fill in the blanks for just one image from the category.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number and title of image</th>
<th>Provide a brief description of the image. What does it show?</th>
<th>What does this image suggest about the perspective or point of view of the photographer or artist? Can you detect any bias (supporting one side or the other)? If so, explain.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freed Slaves</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People who cared for the sick and wounded</td>
<td></td>
<td></td>
<td></td>
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### CW7.2– Questions for “Images and Descriptions of the Civil War” (page 2 of 2)

<table>
<thead>
<tr>
<th>Category</th>
<th>Number and title of image</th>
<th>Provide a brief description of the image. What does it show?</th>
<th>What does this image suggest with regards to the perspective or point of view of the photographer or artist? Can you detect any bias (supporting one side or the other)? If so, explain.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Destruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weapons and Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Death</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth of Federal Government</td>
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### CW7.2K– Questions for Images and Descriptions of the Civil War Key (p. 1 of 7)

<table>
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<th>Category</th>
<th>Number and title of image</th>
<th>Provide a brief description of the image. What does it show?</th>
<th>What does this image suggest about the perspective or point of view of the photographer or artist? Can you detect any bias (supporting one side or the other)? If so, explain.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>1A</td>
<td>The women in the bread riots are desperate and not afraid to take action to get the food they need. Some have their children with them, and many of them hold weapons. They are not fighting one another at all. They look angry, but not at one another.</td>
<td>The illustrator makes the women look harsh and unattractive, but not evil. The artist does not seem to blame the women as much as the situation they are in due to the war.</td>
</tr>
<tr>
<td></td>
<td>1B</td>
<td>The woman in the photo looks lonely but not ready to give up. She holds a photo of her beloved, presumably, who she knows is fighting in the war.</td>
<td>No bias – this is a posed portrait. Since she is holding the picture of a soldier in a Confederate uniform, the photographer was probably a resident of the Confederacy.</td>
</tr>
<tr>
<td></td>
<td>1C</td>
<td>This woman is a soldier in the war, meaning she disguised herself as a man in order to have the chance to fight. She seems serious and committed to her job.</td>
<td>Union photographer. This is a posed portrait like that done for other (male) soldiers at the time.</td>
</tr>
<tr>
<td></td>
<td>1D</td>
<td>This image shows many of the ways that women aided the war effort. They did the laundry for the soldiers, tended to the sick and injured soldiers, and prepared supplies for those fighting. The women in this drawing appear very committed to the cause.</td>
<td>The illustrator made the women look very positive, helpful and ladylike. He appears to think highly of women’s contributions to the war. The picture is romantic.</td>
</tr>
<tr>
<td></td>
<td>1E</td>
<td>This image depicts an event that took place in the North, where women gathered to organize aid to the soldiers. The event drew a very large number of women, and only one man is visible. There is a large hall to accommodate everyone.</td>
<td>No obvious bias, but more of a positive than negative look at the women’s efforts.</td>
</tr>
</tbody>
</table>
### CW7.2K– Questions for Images and Descriptions of the Civil War Key (p. 2 of 7)

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Freed Slaves</td>
<td>2A</td>
<td>This drawing depicts the newly freed slaves who came to the Freedman's Bureau for assistance. They all appear well-dressed and respectable, despite their need for aid. The person dispensing aid is in a window seat, making minimal contact with the people in need.</td>
<td>The illustrator puts a positive light on the condition of the freedmen and women – they almost look as if they do not need any help. The Freedman's Bureau is made to look orderly and helpful. The illustrator is in favor of freedom for the slaves.</td>
</tr>
<tr>
<td></td>
<td>2B</td>
<td>In this illustration the whites and blacks face off against one another in the wake of the war. Both sides carry weapons and appear ready to do battle. The American flag hangs in the back to indicate that the South is now part of the Union. The Freedman's Bureau representative manages to hold them back from one another, without weapons. This government agent turns his face toward the whites, as if they are the most aggressive of the two sides.</td>
<td>The artist supports the Union view. The bias seems in favor of government efforts to improve the South, and against Southern society, especially the whites.</td>
</tr>
</tbody>
</table>
### CW7.2K– Questions for Images and Descriptions of the Civil War Key (p. 3 of 7)

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<tbody>
<tr>
<td>Freed Slaves (cont.)</td>
<td>2C</td>
<td>This photograph captures a Freedman’s Bureau school established in South Carolina. The structure is in pretty good shape, though there is one broken window pane. The photo does not show the students in class, but rather milling together outside. Some carry buckets. They do not look particularly happy, but not miserable either.</td>
<td>The photographer does not have an obvious bias, but was probably on the Union side. The picture may have been posed, but not rigidly.</td>
</tr>
<tr>
<td></td>
<td>2D</td>
<td>This photo shows a large black family traveling away from slavery into the freedom behind Union lines. They have a wagon and a few supplies. They do not seem in a hurry, or scared. What appears to be a soldier sits behind, perhaps giving them a sense of security.</td>
<td>This photograph was taken by a Union photographer, but it was not posed. The photographer may have selected this group because they stole the wagon &amp; animals from their master.</td>
</tr>
<tr>
<td></td>
<td>2E</td>
<td>In this picture a group of former slaves sit together in a plantation in Virginia. They now are in Union territory, and freed from their bondage. It is a large group of people who do not appear very happy, but fairly relaxed.</td>
<td>The photographer was probably from the Union, and although the picture is posed, the people look dignified, suggesting that he was in favor of freedom for slaves.</td>
</tr>
<tr>
<td></td>
<td>2F</td>
<td>This illustration shows slaves running for their lives from the plantation where they have worked. They are fleeing to a Union encampment – apparently reachable by boat. They carry very little with them.</td>
<td>The illustration comes from a Northern publication, and in showing the slaves’ determination to be free, the illustrator is speaking to this positive aspect of the war.</td>
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<tr>
<td>People who cared for the sick and wounded</td>
<td>3A</td>
<td>A photograph of nurses and officers in the Sanitation Commission. A few of these men and women are dressed-up, while others look dressed for work. They work on an estate with many buildings and land, and many people are employed here.</td>
<td>The photographer was probably from the Union. The picture is posed.</td>
</tr>
<tr>
<td></td>
<td>3B</td>
<td>This illustration shows a “floating hospital” on the Mississippi River, with the different compartments inside. It is well supplied, and appears to be similar to a traditional hospital in terms of its medical facilities.</td>
<td>This Northern publication paints a favorable picture of the hospital on the water.</td>
</tr>
<tr>
<td></td>
<td>3C</td>
<td>This photograph is of a scene in a surgical tent. There are multiple nurses and doctors tending to the soldier in need. It is not clear what sort of help he requires. The room looks far from sanitary, with a jumble of supplies.</td>
<td>The photographer does not appear to have tried to make the medical tent look better than it was. His motive could have been to show how chaotic the war really was.</td>
</tr>
<tr>
<td></td>
<td>3D</td>
<td>A photograph of a Union Army hospital ward. The ward looks clean and bright, even festive (perhaps for a holiday). The soldiers do not look happy, but not in pain either. The patients and the nurses are mostly seated, resting.</td>
<td>Perhaps the photographer is trying to show the hospital as a good environment for wounded soldiers.</td>
</tr>
<tr>
<td>Destruction</td>
<td>4A</td>
<td>This photograph shows Sherman’s march through Georgia, and the intentional destruction they caused to the Southern landscape. In this case, they are dismantling a railway line and cars. There is no violent opposition from the Confederates.</td>
<td>Union photograph, showing capture of enemy’s railroads (critical for transport). This might be a morale booster for Union soldiers.</td>
</tr>
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These descriptions and analyses provide insights into the various aspects of the Civil War, including medical care, the perspective of photographers or artists, and the impact of military actions on the Southern landscape.
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<td>Destruction (cont.)</td>
<td>4B</td>
<td>This photograph shows Union soldiers carting away ammunition and supplies from a Confederate base in Georgia. They are part of Sherman’s march. Many enlisted men are lined up with the wheelbarrows to take away the supplies, while officers supervise.</td>
<td>Union photograph, showing capture of enemy’s ammunition. This might be a morale booster for Union soldiers.</td>
</tr>
<tr>
<td></td>
<td>4C</td>
<td>This illustration shows the destruction and chaos of Sherman’s march through the South. The Union soldiers are intent to destroy all infrastructure, often through setting fires. Blacks use the opportunity to leave, and some help the destruction process.</td>
<td>A bias in favor of the Union - the illustration shows how effective Sherman’s march is in ruining the South. The image does not show Southerners suffering on an individual basis, and it shows the chance for blacks to escape.</td>
</tr>
<tr>
<td>Weapons and Technology</td>
<td>5A</td>
<td>This photograph shows the extensive Confederate weaponry captured by the Union in Richmond. It is all assembled and ready for shipment to the North.</td>
<td>Union photograph, showing the spoils of war.</td>
</tr>
<tr>
<td></td>
<td>5B</td>
<td>This photograph shows a fallen train – presumably a casualty of war. Fighting is no longer happening around it. No one has yet tried to right the train and make use of it again.</td>
<td>Union photograph, showing capture of enemy’s railroads (critical for transport). This might be a morale booster for Union soldiers.</td>
</tr>
<tr>
<td></td>
<td>5C</td>
<td>A photograph of a Union hot-air balloon, the Intrepid. A second hot air balloon is on the ground nearby, giving air to the Intrepid. It appears to be on or near a battlefield.</td>
<td>No bias.</td>
</tr>
<tr>
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</tr>
<tr>
<td>Death</td>
<td>6A</td>
<td>A sketch done showing men and women paying their respects during Lincoln’s funeral procession in Chicago. The banner reads “Liberty’s Great Martyr” and the room in which the body is displayed is quite ornate. The people look grief-stricken.</td>
<td>This illustrator is a sympathizer of the Union, who thinks highly of Lincoln and what he did for the country.</td>
</tr>
<tr>
<td></td>
<td>6B</td>
<td>A sketch of Lincoln’s body lying in state in the White House. Dignitaries pay their respect. Mostly men are in the room, but there is one woman, perhaps a family member.</td>
<td>A bias in favor of Lincoln.</td>
</tr>
<tr>
<td></td>
<td>6C</td>
<td>A photograph of an execution of a Captain. Soldiers flank the scaffold. Someone reads the Captain his death warrant. There are some spectators nearby, but the photo shows mostly soldiers.</td>
<td>No bias.</td>
</tr>
<tr>
<td></td>
<td>6D</td>
<td>A photograph of the Gettysburg battlefield after the fighting, with many dead soldiers. There are people in the background standing over some of the fallen soldiers.</td>
<td>In the choice of subject, the photographer is showing that he sees war as destructive and costly (not romantic.)</td>
</tr>
<tr>
<td></td>
<td>6E</td>
<td>An image of graves and tombstones in Virginia, outside of a hospital. The gravesites are extensive in number.</td>
<td>In the choice of subject, the photographer is showing that he sees war as destructive and costly (not romantic.)</td>
</tr>
<tr>
<td>Category</td>
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<td>-------------------------------------------------------------</td>
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</tr>
<tr>
<td>Death</td>
<td>6F</td>
<td>A photograph of a burial near a hospital in Virginia, with tombstones in the background. Corpses are lined up ready for burial, and three men dig their graves. At least one gravesite digger is black.</td>
<td>In the choice of subject, the photographer is showing that he sees war as destructive and costly (not romantic.)</td>
</tr>
<tr>
<td>Growth of Federal Government</td>
<td>7A</td>
<td>A recruitment poster for the Union Army. This is an example of a power taken over by the federal government during the Civil War.</td>
<td>A bias in favor of fighting for the Union cause.</td>
</tr>
<tr>
<td></td>
<td>7B</td>
<td>Greenbacks: a picture of Union currency. This is an example of a power taken over by the federal government during the Civil War.</td>
<td>No bias.</td>
</tr>
</tbody>
</table>
**CW7.3– Effects of the Civil War Chart**

*Directions*: Based on the Civil War images and your answers to the questions from the images, fill out the chart below. Be sure to pay close attention to the fact that although one group may have gained certain freedoms, it may have lost others as an effect of the war. You may use the same effect for more than one group.

<table>
<thead>
<tr>
<th>Impact on...</th>
<th>Political Effects</th>
<th>Social Effects</th>
<th>Economic Effects</th>
<th>Other Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>African Americans</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slave holders</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People in states where the war was fought</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The American population as a whole</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### CW7.3K – Effects of the Civil War Chart Key (p. 1 of 3)

<table>
<thead>
<tr>
<th>Impact on…</th>
<th>Political Effects</th>
<th>Social Effects</th>
<th>Economic Effects</th>
<th>Other Effects</th>
</tr>
</thead>
</table>
| African Americans | *Freedom from slavery  
*Freedman’s Bureau enforced equal protection of rights | *Freedman’s Bureau established schools for free children and adults  
*Families escaped to the Union lines  
*People looked for their family members all over the South | *Freedman’s Bureau gave equal amounts of housing, food and farming supplies to blacks and whites, but it did not give any property to freed slaves  
*Freed slaves owned no property, which meant they were poor | *Many soldiers died in the war. |
| Slave holders     | *Lost the war, so lost the states’ rights and secession battles  
*Women were left alone and had to oversee slaves, take care of business & money matters, which sometimes stressed family relations  
*Freedman’s bureau treated them equally to the former slaves  
*After the war, they feared that free African-Americans would rise up against them in violence  
*Family members died in the war | *Lost their slaves, homes, farms, businesses, wealth and male relatives  
*People at home ran out of food  
*Destruction of Sherman’s March to the Sea crushed their will to fight | *Farms, homes, businesses, roads, railroads, ports, etc. were destroyed and had to be rebuilt  
*Many men died |
## CW7.3K– Effects of the Civil War Chart Key (p. 2 of 3)

<table>
<thead>
<tr>
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<th>Economic Effects</th>
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</tr>
</thead>
<tbody>
<tr>
<td>People in states where the war was fought</td>
<td><em>Those on the Confederate side lost the war, so they had to rejoin the Union and obey the federal government</em>&lt;br&gt; <em>In the South, some women rioted for bread</em></td>
<td><em>Women’s bread riots and problems at home convinced some husbands and male relatives to leave the army and come home</em></td>
<td><em>Lost their slaves, homes, farms, businesses, wealth and male relatives</em>&lt;br&gt; <em>People at home ran out of food</em>&lt;br&gt; <em>Destruction of Sherman’s March to the Sea crushed their will to fight</em></td>
<td><em>Farms, homes, businesses, roads, railroads, ports, etc. were destroyed and had to be rebuilt</em></td>
</tr>
<tr>
<td>Women</td>
<td><em>In the South, some women rioted for bread</em>&lt;br&gt; <em>Some women were inspired to seek equal rights</em>&lt;br&gt; <em>Women’s rights movement became more popular and widespread</em>&lt;br&gt; <em>Women were not allowed to fight in the armies, but some disguised themselves as men and fought</em></td>
<td><em>Women were left alone and had to oversee slaves, take care of business &amp; money matters, which sometimes stressed family relations</em>&lt;br&gt; <em>Some women were inspired to seek equal rights</em>&lt;br&gt; <em>Many women lost husbands, sons, and other male relatives</em></td>
<td><em>Women had to take over businesses, farms, etc. for which they often had not been trained</em></td>
<td><em>In the North, women volunteered for the Sanitary Commission, to sew uniforms, wind bandages, collect supplies and supplies, and distribute them to troops</em>&lt;br&gt; <em>3,200 women served as nurses in hospitals in the Union &amp; Confederacy</em>&lt;br&gt; <em>Clara Barton later founded the Red Cross (in 1881)</em></td>
</tr>
<tr>
<td>Impact on...</td>
<td>Political Effects</td>
<td>Social Effects</td>
<td>Economic Effects</td>
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<td>--------------------------------</td>
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</tr>
</tbody>
</table>
| The American population as a whole | *Southern states had to come back into the Union.  
*Federal government grew larger & stronger, with the draft, a national currency, and Freedman’s Bureau | *Deaths of family members and destruction was very heavy | *Much of the South was destroyed and had to be rebuilt | *There were advances in medical care, with hospitals and a strong organization, but many soldiers died of disease in the hospitals and in camps  
*Improved weapons, such as mobile cannons and other artillery, hot air balloons, submarines and minie ball bullets made war more destructive & deadly |
Civil War Lesson #8: Final Assessment

Major Topics:

✓ Perspectives of Historical Figures
✓ Assessing the Civil War as a War for Freedom

Was the Civil War a War for Freedom?

Throughout this unit, students have explored the different meanings of freedom and the changes in those meanings over the course of the Civil War. It is now time for them to assess the unit’s focus question, “Was the Civil War a war for freedom?” While slavery was abolished at the end of the war by the Thirteenth Amendment, slaves did not gain long-term social equality or economic independence. Southern whites suffered serious losses of property and the end of their way of life, which they saw as a loss of freedom. Using the content knowledge gained in this unit, students will express both how their historical figures would have answered the focus question, and how they themselves would answer the focus question.

This assessment lesson asks students to form interpretations from two points of view (their own and their historical figure’s), and support their interpretations with evidence from primary and secondary sources. They will express their interpretations in an oral Talk Show activity and in an argumentative essay.
Procedures

Step 1: Multiple Perspectives on Freedom (Class Time: 50 minutes)

Explain to students that throughout the unit they have studied the different meanings of freedom to people of the Civil War period and the changes in the meaning of freedom brought about by the events of the war. The Freedom Wall records those different meanings and changes. In this final lesson, students will use all that they have learned to answer the unit question, “Was the Civil War a War for Freedom?” from two perspectives—their Civil War Historical Figure’s view, and their own view. Have students take out their completed Civil War Historical Figures Activity Sheet (CW4.3) and Sources Handout (CW4.4), and meet in home groups with others who have the same historical figure. Announce to students that they have all been invited to the Civil War Talk Show. Guest appearances are expected of all the historical figures. Distribute copies of the Freedom Billboard and Civil War Talk Show Prep (CW8.1) to guide the groups in preparing for the Civil War Talk Show. Have the groups answer the questions and prepare their freedom billboard. Circulate through the classroom to help groups.

Step 2: Civil War Talk Show (Class Time: 50 minutes)

Set up classroom with an inner ring of 15 chairs and an outer ring with the remaining chairs. Select a host in advance; this could be the teacher or an enthusiastic student. Pass out Civil War Talk Show Highlights (CW8.2). Ask the students to take notes on this handout, because they will need to know how each historical figure would have answered the question, “Was the Civil War a war for freedom?” They also need to know each historical figure’s reasons for his or her point of view. Let the Civil War Talk Show begin! Have each talk show guest introduce him- or herself in character (name, age if available, and any important background information, such as race, gender, and employment). Next, the host will interview the talk show guests, using the questions from CW8.1. Depending on time, the teacher may allow for an open question-and-answer period. As an exit slip for the class period, have students complete the Civil War Talk Show Recap (CW8.3). There is no key for this handout, as the answers are given on CW8.2K. Post the Freedom Billboards around the classroom.

Step 3: Essay Preparation: Identifying Evidence and Categorizing it into Reasons (Class Time: 50 minutes)

Distribute p. 1 of the Evidence of Civil War Freedom (CW8.5) packet. Introduce the essay prompt, which asks students to write an argumentative, five-paragraph essay on the question, “Was the Civil War a war for freedom?” They will answer this question by forming an interpretation from their own point of view, not the view of their historical figure. This interpretation will be their argument, their answer to the essay question, and their informed opinion based on the evidence from the sources. Historians support their interpretations with reasons or claims, and then support their
Procedures (continued)

reasons with evidence from primary and secondary sources. The Essay Preparation Guide (CW8.4) contains a chart of student definitions of these essay terms. The form of the essay and the instructional scaffolds in this lesson align with Common Core Writing Standard WHST1, which requires students to make a claim and support it with logical reasons and evidence from credible sources. However, this essay prompt does not require students to address counterclaims, nor does the lesson teach them how to write good introductions and conclusions. If these conditions do not meet your students’ needs, see the Modifications section for alternatives.

The following exercises prepare students to answer the prompt. Briefly introduce the Rules for Evidence on the first page of CW8.5. Then, have students read over the evidence on the Freedom Wall. Remind them of other sources they can use to gather evidence – their notes and worksheets, the written primary sources, such as Lincoln’s Speeches, the visual primary sources, such as those in the Emancipation Fact-Finding Mission, and the secondary sources, such as the readings on Perspective and the Battles. Draw a t-chart on the board. The left column should say “Evidence that the Civil War was a war for freedom” and the right, “Reasons why the Civil War was a war for Freedom.” You will repeat this process at the end for the opposing viewpoint. Ask students to brainstorm evidence for the columns, while you record it on the chart. After students have brainstormed a long list of evidence, help them to combine similar evidence and state reasons which summarize the category. Have students copy the t-chart into their notes. Then draw a second chart with the columns labeled “Evidence that the Civil War was NOT a war for freedom,” and “Reasons why the Civil War was NOT a war for freedom,” and repeat the process.

The Essay Preparation Guide (CW8.4) provides detailed examples of the answers for each chart.

Step 4: Forming an Interpretation (Class Time: 15 minutes)

Ask students to weigh the evidence to form an interpretation or argument (thesis statement) based on what they can prove.

Suggest these sentence starters:

➢ The Civil War was a war for freedom, because ________________________________
➢ The Civil War was not a war for freedom, because ______________________________

Encourage more advanced students to form more creative interpretation thesis statements. Instruct students to record their interpretation or argument on CW8.5, p. 1. Ask student volunteers to share their interpretations and remind them that they can revise their interpretations at any time.
Procedures (continued)

Step 5: Organizing Reasons and Evidence (Class Time: 35 minutes)

Organize students into groups based on their interpretations (grouping together students who have listed the same interpretation.) Tell them to review their evidence charts and select the strongest three reasons or claims. They may select from the class list, or make up their own reasons. For the next step, you, as the teacher, should decide whether you wish to use the Evidence Gathering Charts on pp. 2-4 of CW8.5, or the Civil War Essay Frame (CW8.6) to organize their reasons and evidence. CW8.6 is a shorter essay organization form with room for notes on the introduction and conclusion, while CW8.5 has more room for student writing. You may wish to use both handouts, if you think your students need additional scaffolding. Tell students to record their reasons on the appropriate handout. After they finish, tell them that they need to select specific evidence. Review the Rules for Evidence from CW8.5, p. 1. Tell them to select evidence and complete the evidence portions of the appropriate chart.

Step 6: Writing the Civil War Freedom Essay (Class Time: 50-90 minutes)

Review the Civil War freedom essay prompt from the first page of CW8.5, or distribute it separately (CW8.7) Go over the different elements that are required of the writing task: the introduction, the 3 body paragraphs, and the conclusion. Then instruct students to write the essay. Assess student essays using the Civil War Freedom Essay Rubric (CW8.8.)

Step 7: Post-Test (Class Time: 30 minutes)

In addition to the essay as a unit assessment, you may also wish to assess student knowledge with the Civil War Unit Post-Test (CW8.9.) Use the key and diagnostic matrix in CW8.9K to identify points for re-teaching.
Modifications/Support for Student Literacy

**Civil War Talk Show:** During the Talk Show, for students who need extra literacy support, take notes on an overhead projection for CW8.3, to guide their note-taking. If you are short of time, skip the Freedom Billboards.

**Civil War Freedom Essay:** If your students have little experience with writing five-paragraph essays, or you are short of time, shorten the essay assignment to two or three paragraphs. Use one or two of the Evidence of Civil War Freedom charts (CW8.5) instead of all three, and do not use the Civil War Freedom Essay Frame (CW8.6.) Stress the use of evidence, but do not stress citation of sources. Modify the prompt accordingly.

If your students have experience with writing argumentative essays, you may wish to add the requirement that they acknowledge at least one counterclaim (a reason from the opposing side.) You may not need to use all the scaffolds of this lesson (CW8.5 and CW8.6.) Modify the prompt accordingly.

**Short-Track Schedule (Class Time Estimate: 2.5-3 days)**

- Skip steps 1 and 2
- Introduce essay prompt and do step 3
- Shorten essay assignment to two or three paragraphs (depending on whether you want them to do a separate introductory paragraph) and use only one or two of the Evidence of Civil War Freedom charts (CW8.5.)
- Do step 4 and 5, except skip Civil War Freedom Essay Frame (CW8.6.) Have them finish the essay for homework.
CW8.1- Freedom Billboard and Civil War Talk Show Prep (p. 1 of 3)

Name of historical figure ________________________________________________________________

To answer these questions, use your Civil War Historical Figure Activity Sheet (CW4.3) and the Sources Handout (CW4.4). If you cannot find direct answers to certain questions, look at the first chart on the Freedom Wall (which lists examples of political, economic and social freedoms) and at your notes from Lesson 4 on “Perspectives of Majority Groups in 1860.” Identify the majority group your historical figure belongs to, and use the characteristics of that majority group if you cannot find the answer to one of the questions below.

In your group, all of you should discuss the answers to the questions below, talk about the freedom slogan, and select quotes. One person should fill out p. 1 (the questions), another person should fill out the Freedom Billboard (p. 2) and the third person should speak for the group during the talk show. This talk show guest must be prepared to explain your answer to the question: Was the Civil War a war for freedom? in two minutes. He or she should also be ready to answer all of the questions and explain the Freedom Billboard.

**Group Assignments:**
Questions (Page 1): ___________________________
Freedom Billboard (Page 2): _________________________
Talk Show Guest: ________________________________

1. What does freedom mean to you (your historical figure)?

2. Did your ideas about freedom change during the Civil War?

3. What is your perspective on freedom economically, politically, and socially? (For example, “I define economic freedom as…,” or “Political freedom is when…,” or “I believe I should have social freedom to…”)
   - Economic
   - Political
   - Social

4. How did you express or act on your definition of freedom throughout the war?

5. Was the Civil War a war for freedom? Why or why?
Name of Historical Figure: ________________________________

Freedom Slogan: ______________________________________

Nationality/Regional Identity: ________________________________

dates: __________________________
gender: ________________________
race: __________________________
class: __________________________

Perspective on Freedom:

Economic _____________________________

                             _____________________________

Political _______________________________

                             _____________________________

Social _________________________________

                             _____________________________

To me, freedom means:

Evidence: Primary source quotes which show on my perspective on freedom and the war:
CW8.1 - Freedom Billboard Instructions (p. 3 of 3)

Make a **Freedom Billboard** for your historical figure using the blank template (p. 2.)

1. Make up a slogan which represents your historical figure’s perspective on freedom and the war. A slogan is a short, catchy phrase. The slogan should not be a direct quote from the sources. It should be in your own words.
2. Cut out the picture of your historical figure and paste it on the billboard. (Alternative: Draw visuals and symbols to show your historical figure’s perspective on freedom and the war.)
3. Fill in all the required information on the billboard.
4. From the primary source on CW4.3, choose one or two short direct quotations which show your historical figure’s perspective on freedom and the war.

If your historical figure is **Robert Smalls**, read this:
Since the primary sources for Robert Smalls describe his actions rather than his thoughts, there are no quotes which tell you actually what he thought about freedom. However, from his actions you can infer what he thought about freedom. For example, when he stole the Confederate boat and handed it over the Union fleet, he showed that he wanted his own freedom, and freedom for his wife and children, and he wanted the Union to win the war. Choose quotes about Smalls’s actions that allow you to infer his thoughts about freedom.

If your historical figure is **George Templeton Strong**, read this:
George Templeton Strong did not write directly about his definition of freedom, which was based on the preservation of the Union. Instead he bitterly and sarcastically criticized the Confederates for seceding from the Union. However, from his criticisms you can infer what he thought about freedom. His choice of words, such as “barbarians” and “fire-eaters,” show that he was angry at the Confederates, and he wanted the Union to win the war. Choose quotes from Strong’s criticism that allow you to infer his thoughts about freedom.

If your historical figure is **Michael F. Rinker, Charles Berry Sr.,** or **John P. Wilson**, read this:
These historical figures did not write about their definitions of freedom, or about why they were fighting. Choose two direct quotations from their letters which show what fighting was like in the Civil War.
CW8.1K- Civil War Talk Show Prep Key (p. 1 of 10)

Name of historical figure  **Louisa May Alcott**

1. What does freedom mean to you (your historical figure)?  *Freedom means the abolition of slavery everywhere, and more political, economic and social freedom for black people.*

2. Did your ideas about freedom change during the Civil War?  *No.*

3. What is your perspective on freedom economically, politically, and socially?  (For example, “I define economic freedom as.....,” or “Political freedom is when...,” or “I believe I should have social freedom to...”)

   Economic:  *Economic freedom is when black people can be free and earn a living just like white people can. They should be able to own property and work in any industry for wages.*

   Political:  *Black people should be free and equal citizens with the right to vote.*

   Social:  *I believe that black people should be free, able to travel wherever they want, and able to marry. They should not suffer from discrimination.*

4. How did you express or act on your definition of freedom throughout the war?  *I served as a nurse in a hospital for Union soldiers. I wrote stories about friendship between blacks and whites. I wrote articles praising black soldiers.*

5. Was the Civil War a war for freedom?  Why or why?  *The Civil War was a war for freedom because slavery was abolished.*

   Possible quotation(s):  “...we should not tire yet of recalling how our Fifty-Fourth, spent with three sleepless nights, a day’s fast, and a march under the July sun, stormed the fort as night fell, facing death in many shapes, following their brave leaders through a fiery rain of shot and shell, fighting valiantly [very bravely] ..... the manhood of the colored race shines before many eyes that would not see, rings in many ears that would not hear, wins many hearts that would not hitherto [before this] believe....”

Name of historical figure  **Ella Gertrude Clanton Thomas**

1. What does freedom mean to you (your historical figure)?  *Freedom means the right to own slaves as property and keep my rich way of life.*

2. Did your ideas about freedom change during the Civil War?  *Yes. After the slaves were emancipated, I said that I was glad that they were free, because slavery was a big burden.*

3. What is your perspective on freedom economically, politically, and socially?  (For example, “I define economic freedom as.....,” or “Political freedom is when...,” or “I believe I should have social freedom to...”)

   Economic:  *Economic freedom is when black people can be free and earn a living just like white people can. They should be able to own property and work in any industry for wages.*

   Political:  *Black people should be free and equal citizens with the right to vote.*

   Social:  *I believe that black people should be free, able to travel wherever they want, and able to marry. They should not suffer from discrimination.*
**CW8.1K- Civil War Talk Show Prep Key (p. 2 of 10)**

**Economic:** *I define economic freedom as the right of white people to own slaves as property, and the right to keep our Southern way of life without the Northerners telling us what to do.*

**Political:** *Political freedom means states’ rights and secession. I don’t want to be in the U.S. any more.*

**Social:** *I want to keep our Southern way of life. I want whites to be superior to blacks.*

4. **How did you express or act on your definition of freedom throughout the war?** *I kept a diary giving my opinions about the war. My home and property were destroyed in Sherman’s March to the Sea.*

5. **Was the Civil War a war for freedom? Why or why not?** *The Civil War was not a war for freedom because white Southerners lost their property, money, and way of life. The federal government became very powerful over the states.*

**Possible Quotation(s):**

“Last week your husband’s army found me in the possession of wealth. Tonight our plantations are a scene of ruin and desolation….A brave act to frighten women and children! desolate homes, violate the sanctity of firesides and cause the widow and orphan to curse the Sherman for the cause and this you did for what? To elevate the Negro race....”

“As to the emancipation of the Negroes, while there is of course a natural dislike to the loss of so much property in my inmost soul I cannot regret it – I always felt that there was a great responsibility – It is in some degree a great relief to have this feeling removed.”

**Name of historical figure** _Jefferson Davis_

1. **What does freedom mean to you (your historical figure)?** *Freedom means that the states have more power than the federal government. States can secede from the Union.*

2. **Did your ideas about freedom change during the Civil War?** *No.*

3. **What is your perspective on freedom economically, politically, and socially?** (For example, “I define economic freedom as...,” or “Political freedom is when...,” or “I believe I should have social freedom to...“)

**Economic:** *Economic freedom means that white slave-owners can keep their property – slaves.*

**Political:** *Political freedom means states’ rights. States should be allowed to secede from the Union. Only white men should have the right to vote.*

**Social:** *I want to keep our Southern way of life. I want whites to be superior to blacks.*

4. **How did you express or act on your definition of freedom throughout the war?** *I was president of the Confederacy. After the war, I was captured and served two years in prison.*
5. Was the Civil War a war for freedom? Why or why?  The Civil War was not a war for freedom because white Southerners lost their property, money and way of life. The federal government became very powerful over the states.

Possible Quotation(s):
“It is known to Senators who have served with me here, that I have for many years advocated, as an essential attribute of State sovereignty, the right of a State to secede from the Union…”

“Secession . . . is to be justified upon the basis that the States are sovereign.”

“...when you deny to us the right to withdraw from a Government which thus perverted threatens to be destructive of our rights, we but tread in the path of our fathers when we proclaim our independence, and take the hazard. This is done ... from the high and solemn motive of defending and protecting the rights we inherited, and which it is our sacred duty to transmit unshorn to our children....”

Name of historical figure  Frederick Douglass

1. What does freedom mean to you (your historical figure)? Freedom means the abolition of slavery everywhere, and more political, economic and social freedom for black people.

2. Did your ideas about freedom change during the Civil War? No.

3. What is your perspective on freedom economically, politically, and socially? (For example, “I define economic freedom as....,” or “Political freedom is when....,” or “I believe I should have social freedom to...”)

Economic: Economic freedom is when black people can be free and earn a living just like white people can. They should be able to own property and work in any industry for wages.

Political: Black people should be free and equal citizens with the right to vote. Black men should be able to serve in the army.

Social: I believe that black people should be free, able to travel wherever they want, and able to marry. They should not suffer from discrimination.

4. How did you express or act on your definition of freedom throughout the war? I wrote abolitionist articles for emancipation and the use of black soldiers in the army. I advised President Lincoln. I recruited black soldiers for the Union Army.

5. Was the Civil War a war for freedom? Why or why? The Civil War was a war for freedom because slavery was abolished. However, slaves did not gain economic or social equality, so the war did not bring complete freedom.
Possible Quotation(s):
“...[I] denounce, with all the emphasis I can command, everything that serves to perpetuate slavery – the great sin and shame of America!”

“From the first, I, for one, saw in this war the end of slavery; and truth requires me to say that my interest in the success of the North was largely due to this belief.... the mission of the war was the liberation of the slave, as well as the salvation of the Union... that the Union cause would never prosper till the war assumed an anti-slavery attitude, and the negro was enlisted [as a soldier] on the loyal side.”

Name of historical figure _Harriet A. Jacobs_

1. What does freedom mean to you (your historical figure)? Freedom means the abolition of slavery everywhere. Freedom also means that black people would have money and jobs to support themselves so they won't be poor.

2. Did your ideas about freedom change during the Civil War? Yes. I worried that just freeing the slaves as contraband wasn't enough, because they were so poor.

3. What is your perspective on freedom economically, politically, and socially? (For example, “I define economic freedom as....,” or “Political freedom is when....,” or “I believe I should have social freedom to...”)

   Economic: Economic freedom is when black people can be free and earn a living just like white people can. They should be able to own property and work in any industry for wages.

   Political: Black people should be free and equal citizens with the right to vote.

   Social: I believe that black people should be free, able to travel wherever they want, and able to marry. They should not suffer from discrimination.

4. How did you express or act on your definition of freedom throughout the war? I wrote my autobiography about the sufferings of slaves. I provided relief for freed slaves in Washington, DC. I set up a school for black children.

5. Was the Civil War a war for freedom? Why or why? The Civil War was a war for freedom because slavery was abolished.

Possible Quotation(s):
“No one can read these pages without a feeling of horror, and a stronger determination arising in them to tear down the cursed system [slavery] ....”

“I felt that their sufferings must be unknown to the people...Those tearful eyes often looked up to me with the language, 'Is this freedom?'”
Name of historical figure  **Robert E. Lee**

1. What does freedom mean to you (your historical figure)?  *Freedom means that the states have more power than the federal government. States can secede from the Union.*

2. Did your ideas about freedom change during the Civil War?  **No.**

3. What is your perspective on freedom economically, politically, and socially?  (For example, “I define economic freedom as...,” or “Political freedom is when...,” or “I believe I should have social freedom to...”)

   **Economic:**  *Economic freedom means that white slave-owners can keep their property – slaves.*

   **Political:**  *Political freedom means states’ rights. States should be allowed to secede from the Union.*

   **Social:**  *I want to keep our Southern way of life. I want whites to be superior to blacks. But now that the war is over, I want Southerners to accept the changes and rejoin the Union.*

4. How did you express or act on your definition of freedom throughout the war?  *I was leading general of the Confederate Army.*

5. Was the Civil War a war for freedom?  Why or why?  *The Civil War was not a war for freedom because white Southerners lost their property, money and way of life. The federal government became very powerful over the states. However, I think that Southerners should now accept the changes and rejoin the Union.*

**Possible Quotation(s):**

“Save in the defense of my native state shall I ever again draw my sword...”

“I am willing to do anything I can do to help the noble cause we are engaged in...”

Name of historical figure  **Robert Smalls**

1. What does freedom mean to you (your historical figure)?  *Freedom means the abolition of slavery everywhere, and more political, economic and social freedom for black people.*

2. Did your ideas about freedom change during the Civil War?  **No.**

3. What is your perspective on freedom economically, politically, and socially?  (For example, “I define economic freedom as...,” or “Political freedom is when...,” or “I believe I should have social freedom to...”)

   **Economic:**  (to be continued)

   **Political:**  (to be continued)

   **Social:**  (to be continued)
CW8.1K- Civil War Talk Show Prep Key (p. 6 of 10)

Economic: *Economic freedom is when black people can be free and earn a living just like white people can. They should be able to own property and work in any industry for wages.*

Political: *Black people should be free and equal citizens with the right to vote.*

Social: *I believe that black people should be free, able to travel wherever they want, and able to marry. They should not suffer from discrimination.*

4. How did you express or act on your definition of freedom throughout the war? *I hijacked a Confederate boat and took it to the Union fleet. I served as a pilot and later a captain in the Union Navy. I was a war hero.*

5. Was the Civil War a war for freedom? Why or why? *The Civil War was a war for freedom because slavery was abolished. Former slaves gained dignity fighting for the Union.*

Possible Quotation(s):

“As the Planter approached the Federal fleet, a white flag was displayed . . . As soon as the vessels came within hailing distance of each other, the Planter’s errand was explained. Union Captain Nichols then boarded her, and Smalls delivered the Planter to him.”

Name of historical figure *George Templeton Strong*

1. What does freedom mean to you (your historical figure)? *Freedom means states should not be able to secede from the Union.*

2. Did your ideas about freedom change during the Civil War? *No, but I became very discouraged about Lincoln when the war was going badly.*

3. What is your perspective on freedom economically, politically, and socially? (For example, “I define economic freedom as . . . ,” or “Political freedom is when . . . ,” or “I believe I should have social freedom to . . .”)

Economic: *Economic freedom means free soil and free labor. Slave labor should not compete with free labor. White men can control their personal labor and earnings.*

Political: *Political freedom means the union should stay together. States should not be allowed to secede.*

Social: *I don’t like the Southern states for seceding, but I’m not a big supporter of abolition. I probably think the white people should be superior to black people.*

4. How did you express or act on your definition of freedom throughout the war? *I helped create the Sanitary Commission, which took care of wounded soldiers.*
5. Was the Civil War a war for freedom? Why or why? The Civil War was a war for freedom because the Union was preserved.

Possible Quotation(s):
“Let the barbarians ... rebel if they like, and call it “secession.” We can get on without them... We need not attempt to reconquer and retain the territories of the new Southern Confederacy. It cannot sustain itself long.”

“In the Slave-ownian Confederacy, ... secession ignores or contradicts and overrides the “self-evident truths” of all the Democratic platforms .... The non-slaveholders and poor whites, who do the hurrahing and the lynching, are blindly assisting at their own political annihilation [destruction].”

Name of historical figure  Confederate Soldier Clinton Hatcher

1. What does freedom mean to you (your historical figure)? Freedom means that Virginia doesn’t have to obey the federal government. I believe in states’ rights. States can secede from the Union.

2. Did your ideas about freedom change during the Civil War? No.

3. What is your perspective on freedom economically, politically, and socially? (For example, “I define economic freedom as....,” or “Political freedom is when....,” or “I believe I should have social freedom to...”)

Economic: Economic freedom means that white slave-owners can keep their property – slaves.

Political: Political freedom means states’ rights. States should be allowed to secede from the Union.

Social: I want to keep our Southern way of life. I want whites to be superior to blacks. I hate abolitionists.

4. How did you express or act on your definition of freedom throughout the war? I voted for secession. I volunteered to fight for Virginia in the Confederate Army.

5. Was the Civil War a war for freedom? Why or why? The Civil War was not a war for freedom because white Southerners lost their property, money and way of life. The federal government became very powerful over the states.

Possible Quotation(s):
“I had the pleasure of casting the first vote of my life last Thursday and was happy to give it in so good a cause as that of ratifying the ordinance of Secession.”

“I do hope the Yankees will cross the river soon for they will keep us here for some time drilling and unless the Abolitionists come over to us we will not get a shot at them.”
Confederate Soldier Michael F. Rinker

1. What does freedom mean to you (your historical figure)? Freedom means that the states have more power than the federal government. States can secede from the Union.

2. Did your ideas about freedom change during the Civil War? No.

3. What is your perspective on freedom economically, politically, and socially? (For example, “I define economic freedom as…,” or “Political freedom is when…,” or “I believe I should have social freedom to…”)

   - Economic: Economic freedom means that white slave-owners can keep their property – slaves.
   - Political: Political freedom means states’ rights. States should be allowed to secede from the Union.
   - Social: I want to keep our Southern way of life. I want whites to be superior to blacks.

4. How did you express or act on your definition of freedom throughout the war? I fought for Virginia in the Confederate Army.

5. Was the Civil War a war for freedom? Why or why? The Civil War was not a war for freedom because white Southerners lost their property, money and way of life. The federal government became very powerful over the states.

Union Soldier Charles Berry Sr.

1. What does freedom mean to you (your historical figure)? Freedom means “free soil and free labor.” There should be no slavery in western states so slave labor won’t compete with free labor. The Union should be preserved. States should not be able to secede from the Union.

2. Did your ideas about freedom change during the Civil War? No, but I did start to feel sorry for the Confederate enemy while he was dying.

3. What is your perspective on freedom economically, politically, and socially? (For example, “I define economic freedom as…,” or “Political freedom is when…,” or “I believe I should have social freedom to…”)

   - Economic: Economic freedom means free soil and free labor. Slave labor should not compete with free labor. White men can control their personal labor and earnings.
   - Political: Political freedom means the union should stay together. States should not be allowed to secede.
   - Social: I don’t like the Southern states for seceding, but I’m not a big supporter of abolition. I probably think the white people should be superior to black people.
CW8.1K- Civil War Talk Show Prep Key (p. 9 of 10)

4. How did you express or act on your definition of freedom throughout the war? I fought in the Iowa regiment of the Union Army.

5. Was the Civil War a war for freedom? Why or why? The Civil War was a war for freedom because the Confederates lost and the Union was preserved.

Possible Quotation(s):
“But if it may be called satisfaction, I saw many of the rebels in their death agonies. One poor fellow begged of us to kill him. He said he would rather be dead than laying there. Though they had been fighting against us, I thought it was enough to soften the heart of the hardest man to see even a rebel in such a condition.”

Name of historical figure _Union Soldier John P. Wilson_

1. What does freedom mean to you (your historical figure)? Freedom means “free soil and free labor.” There should be no slavery in western states so slave labor won’t compete with free labor. The Union should be preserved. States should not be able to secede from the Union.

2. Did your ideas about freedom change during the Civil War? No.

3. What is your perspective on freedom economically, politically, and socially? (For example, “I define economic freedom as….,” or “Political freedom is when….,” or “I believe I should have social freedom to…”)

Economic: Economic freedom means free soil and free labor. Slave labor should not compete with free labor. White men can control their personal labor and earnings.

Political: Political freedom means the union should stay together. States should not be allowed to secede.

Social: I don’t like the Southern states for seceding, but I’m not a big supporter of abolition. I probably think the white people should be superior to black people.

4. How did you express or act on your definition of freedom throughout the war? I fought in the Iowa regiment of the Union Army.

5. Was the Civil War a war for freedom? Why or why? The Civil War was a war for freedom because the Confederates lost and the Union was preserved.

Name of historical figure _Susie King Taylor_

1. What does freedom mean to you (your historical figure)? Freedom means the abolition of slavery everywhere, and more political, economic and social freedom for black people.
2. Did your ideas about freedom change during the Civil War? **No.**

3. What is your perspective on freedom economically, politically, and socially? (For example, “I define economic freedom as...,” or “Political freedom is when...,” or “I believe I should have social freedom to...”)

   Economic: *Economic freedom is when black people can be free and earn a living just like white people can. They should be able to own property and work in any industry for wages.*

   Political: *Black people should be free and equal citizens with the right to vote.*

   Social: *I believe that black people should be free, able to travel wherever they want, and able to marry. They should not suffer from discrimination.*

4. How did you express or act on your definition of freedom throughout the war? **I escaped slavery by going to the Union Army. Then I taught school, and helped feed and care for the black soldiers in the Union Army.**

5. Was the Civil War a war for freedom? Why or why? **The Civil War was a war for freedom because slavery was abolished.**

   **Possible Quotation(s):**

   “I wanted to see these wonderful "Yankees" so much, as I heard my parents say the Yankee was going to set all the slaves free.”

   “Finally, in 1863, the government decided to give them half pay, but the men would not accept this. They wanted “full pay” or nothing. They preferred rather to give their services to the state, which they did until 1864, when the government granted them full pay, with all the back pay due...”
**CW8.2 - Civil War Talk Show Highlights (p. 1 of 2)**

*Keep in mind during the Civil War Talk Show your historical figure’s answer to the unit question, “Was the Civil War a war for freedom?”* Listen and take notes as all the panelists speak. Write down whether they agree with your answer and point of view (Supports my POV) or disagree with your answer and point of view (Challenges my POV.) Also write down the reasons each panelist gives.

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<tr>
<th>Historical Figure</th>
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<th>Challenges my POV</th>
<th>Additional Notes and Questions</th>
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### CW8.2-K - Civil War Talk Show Highlights Key (p. 1 of 3)

Keep in mind during the Civil War Talk Show your historical figure’s answer to the unit question, “Was the Civil War a war for freedom?” Listen and take notes as all the panelists speak. Write down whether they agree with your answer and point of view (Supports my POV) or disagree with your answer and point of view (Challenges my POV.) Also write down the reasons each panelist gives.

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<tr>
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<td>-------------------------------</td>
</tr>
<tr>
<td>Robert E. Lee</td>
<td>The Civil War was not a war for freedom because white Southerners lost their property, money and way of life. The federal government became very powerful over the states. However, I think that Southerners should now accept the changes and rejoin the Union.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confederate Soldier Michael F. Rinker</td>
<td>The Civil War was not a war for freedom because white Southerners lost their property, money and way of life. The federal government became very powerful over the states.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Robert Smalls</td>
<td>The Civil War was a war for freedom because slavery was abolished. Former slaves gained dignity fighting for the Union.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>George Templeton Strong</td>
<td>The Civil War was a war for freedom because the Union was preserved.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Susie King Taylor</td>
<td>The Civil War was a war for freedom because slavery was abolished.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ella Gertrude Clanton Thomas</td>
<td>The Civil War was not a war for freedom because white Southerners lost their property, money and way of life. The federal government became very powerful over the states.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Union Soldier John P. Wilson</td>
<td>The Civil War was a war for freedom because the Confederates lost and the Union was preserved.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CW8.3 - Civil War Talk Show Recap

Answer the following questions from the perspective of your historical figure.

1. Was the Civil War a war for freedom?

   According to my historical figure, ________________________________, the Civil War was /was not a war for freedom because
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. Some of the characters who would agree that the Civil War was/was not a war for freedom were

   __________________________________________________________________________
   __________________________________________________________________________
   because ______________________________________________________________________
   __________________________________________________________________________

3. Some of the characters who would disagree that the Civil War was/was not a war for freedom were

   __________________________________________________________________________
   __________________________________________________________________________
   because ______________________________________________________________________
   __________________________________________________________________________
### CW8.4 – Essay Preparation Guide (p. 1 of 3)

#### For Step 3: Defining Essay Terms

<table>
<thead>
<tr>
<th>Interpretation or Argument (Thesis Statement)</th>
<th>Reason or Claim (Topic Sentence or Main Idea)</th>
<th>Evidence (Details)</th>
<th>Analysis &amp; Relevance</th>
<th>Concluding Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Answers your investigation question</td>
<td>• Is the first sentence of each body paragraph</td>
<td>• Facts, details, or examples that support the reason or claim</td>
<td>• Completes the evidence by providing explanation, interpretation, evaluation, connection, or insight</td>
<td>• Last sentence of the body paragraph</td>
</tr>
<tr>
<td>• Clearly states your argument, stance, side, position, answer</td>
<td>• Main idea of the paragraph</td>
<td>• The PROOF for the reason or claim</td>
<td>• Restates the reason or claim in different words</td>
<td></td>
</tr>
<tr>
<td>• Is the main idea and argument of the WHOLE ESSAY</td>
<td>• Claim that will be proven with evidence and analysis in the paragraph</td>
<td>• Can be numbers, statistics, quotations, details or further elaboration of example</td>
<td>• Advances your claim by linking the evidence to your reason or claim</td>
<td></td>
</tr>
<tr>
<td>• Must be supported by reasons or claims, evidence, analysis throughout essay</td>
<td>• Supports the interpretation or claim (thesis statement)</td>
<td></td>
<td>• The “what does it mean,” and “so what” or “why is this significant”</td>
<td></td>
</tr>
<tr>
<td>• Often the last sentence of introduction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### For Step 3: Identifying Evidence & Categorizing the Evidence into Reasons

**DO NOT HAND THIS OUT TO STUDENTS.** These charts are guides for teachers, to assist them in modeling the process for their students.

*This list of evidence was prepared to help you suggest possible evidence to students. After each piece of evidence is a list of the handouts that contain that evidence or similar evidence. The first list students generate does not need to be this specific. To help students identify evidence, ask them questions about sources and activities.*

*When the students have brainstormed a long list of evidence, help them categorize the evidence into reasons or claims. This step is done for you in column 2.*
## CW8.4 – Essay Preparation Guide (p. 2 of 3)

<table>
<thead>
<tr>
<th>Evidence that the Civil War was a war for freedom</th>
<th>Reasons why Civil War was a war for freedom</th>
</tr>
</thead>
<tbody>
<tr>
<td>There were almost 4 million slaves who lacked freedom and rights before the war. (CW1.2, 1.3, 1.5, 1.10, 1.11)</td>
<td>The slaves took action to make themselves free.</td>
</tr>
<tr>
<td>Slaves (such as Robert Smalls and Susie King Taylor) gained their freedom by escaping to the Union Army. (See also CW7.1 – Images 2D, 2E, 2F, CW5.4, Primary Source 4, 7, CW5.5)</td>
<td></td>
</tr>
<tr>
<td>500,000 slaves had freed themselves by the end of the war. (CW5.2)</td>
<td></td>
</tr>
<tr>
<td>From the beginning, slaves thought that ending slavery was the purpose of the war. Many also thought that fighting for the Union was a way to insure their freedom, gain pride, and overcome racism. (Emancipation Fact-finding Mission CW5.3, Primary Source 1, 3, 5, 6, 8, 9 and 10, CW5.5)</td>
<td></td>
</tr>
<tr>
<td>180,000 free blacks and former slaves fought in the Union army and navy.</td>
<td></td>
</tr>
<tr>
<td>Before the war, many Northerners did not care if slavery existed in the South, but they did not want slavery in the west. They wanted “free soil and free labor,” and did not want the competition of slave labor. (CW3.1, 3.2, 1.6)</td>
<td>The end of slavery meant that Americans would have free soil and free labor.</td>
</tr>
<tr>
<td>Although President Lincoln did not begin the war to end slavery, in 1863, he issued the Emancipation Proclamation. After that, he said that one of the reasons for fighting the war was to end slavery. (CW4.7)</td>
<td>Lincoln (and/or white northerners) helped free the slaves.</td>
</tr>
<tr>
<td>Events of the war (the importance of slave labor to the Confederate war effort, and the Union’s need for soldiers) and that the actions of slaves (fleeing to the Union lines) helped convince Lincoln to issue the Emancipation Proclamation (Causes and Effects of the Emancipation Proclamation CW5.2)</td>
<td></td>
</tr>
<tr>
<td>More than 4 million slaves lacked freedom and rights before the war. (CW1.2, 1.3, 1.5, 1.10, 1.11)</td>
<td></td>
</tr>
<tr>
<td>Abolitionists (such as Louisa May Alcott, Frederick Douglass, Harriet Jacobs) wanted slaves to gain their freedom &amp; become equal citizens.</td>
<td></td>
</tr>
</tbody>
</table>
### Evidence that the Civil War was NOT a war for freedom

<table>
<thead>
<tr>
<th>Reasons why Civil War was NOT a war for freedom</th>
</tr>
</thead>
<tbody>
<tr>
<td>White southerners lost property (slaves, houses, farms, money, etc.) when the slaves were freed and also when the South was destroyed in the fighting. They also lost their way of life, which was based on slavery.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence that the Civil War was NOT a war for freedom</th>
</tr>
</thead>
<tbody>
<tr>
<td>White southern slaveholders (Ella Gertrude Clanton Thomas, Jefferson Davis, Robert E. Lee, Clinton Hatcher) defined freedom as the right to own slaves as property, and the right to keep the southern way of life without the Northerners telling them what to do. (CW3.1, 3.2)</td>
</tr>
<tr>
<td>As property, slaves were worth $3 billion. (CW1.5)</td>
</tr>
<tr>
<td>In his March to the Sea, Union General Sherman destroyed railroads, homes, farms, and wealth of southern civilians. (CW7.1 – Images 4A, 4B, 4C)</td>
</tr>
<tr>
<td>The South had very little food, so civilians starved and women rioted. (CW7.1 – Image 1A)</td>
</tr>
<tr>
<td>600,000 Americans died in Civil War (CW7.1 – Images 3D, 6C, 6D, 6E, 6F.)</td>
</tr>
<tr>
<td>2/3 died of diseases.</td>
</tr>
<tr>
<td>51,000 soldiers died in one battle – Gettysburg, in 1863.</td>
</tr>
<tr>
<td>In the First Inaugural Address, Lincoln said “The government will not assail you [the seceded states.] You can have no conflict without being yourselves the aggressors. You have no oath ... to destroy the government, while I shall have the most solemn one to preserve, protect, and defend it. (CW4.7; CW4.10)</td>
</tr>
<tr>
<td>Most northerners did not oppose slavery; they wanted “free soil and free labor.” (CW3.1, 3.2)</td>
</tr>
</tbody>
</table>

Many people died in the war. Lincoln and most northerners did not begin fighting the war to free the slaves. They were fighting to preserve the Union, or against the rebel South.
Civil War Freedom Essay Prompt

From 1861 through 1865, the Union and the Confederacy fought the Civil War, the most costly and bitter war in our nation’s history. People had different perspectives on the meaning of freedom, and their differences over freedom helped cause the war. As the U.S. forcibly reunited at the end of the war, the nation and its people had to redefine what freedom meant. Considering what you have learned in this unit, do you think that the Civil War was a war for freedom?

Write a five-paragraph essay which introduces your interpretation or claim, which is your answer to the question, “Was the Civil War a war for freedom?” Support your claim with three reasons and develop each reason in a separate paragraph. Support your reasons with logical and specific evidence from a variety of sources you have studied in this unit. Analyze the evidence and cite the sources.

Write in a clear and formal style. Use words, phrases, and clauses to show the claim, reasons, and evidence, and to make the essay flow logically and smoothly. In the last paragraph, write a conclusion that restates your interpretation or claim and summarizes your reason.

Writing Prompt: Was the Civil War a war for freedom?

Interpretation or Argument (Thesis Statement):  

Rules for Evidence

- Evidence must be factual.
- Evidence must be specific. Use names, dates, places, events, and concrete details.
- You can write evidence as a direct quote (copying it) in “quotation marks,” or rewrite in your own words.
- Analyze evidence by explaining what it means.
- To show relevance, explain how the evidence supports your reason.
- Cite the source of the evidence by including the type of source, the creator’s name, the title, and the date.
  - Example: In her 1863 article “My Contraband,” in Atlantic Monthly, Louisa May Alcott wrote that “manhood of the colored race shines before many eyes that would not see.”
  - Example: In 1863, Edwin Forbes drew a sketch, “African American Refugees Coming into the Union Lines,” at Culpeper Court House, Va., which showed many slaves, men, women and children, carrying their clothes in bundles, riding in wagons and leading horses.
CW8.5 - Evidence of Civil War Freedom (p. 2 of 4)

Reason or Claim 1:


Evidence Gathering Chart or EARS--Evidence, Analysis, Relevance, and Source

<table>
<thead>
<tr>
<th>EVIDENCE</th>
<th>ANALYSIS</th>
<th>RELEVANCE</th>
<th>SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What does this mean? This means that ... (explanation of evidence)</td>
<td>How does this support your reason? This relates to ______ (reason) because ...</td>
<td>Citation for the evidence</td>
</tr>
<tr>
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</tbody>
</table>


Reason or Claim 2:

Evidence Gathering Chart or EARS--Evidence, Analysis, Relevance, and Source

<table>
<thead>
<tr>
<th>EVIDENCE</th>
<th>ANALYSIS</th>
<th>RELEVANCE</th>
<th>SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What does this mean? This means that ... (explanation of evidence)</td>
<td>How does this support your reason? This relates to ______ (reason) because ...</td>
<td>Citation for the evidence</td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
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</tbody>
</table>
Reason or Claim 3:

Evidence Gathering Chart or EARS--Evidence, Analysis, Relevance, and Source

<table>
<thead>
<tr>
<th>EVIDENCE</th>
<th>ANALYSIS</th>
<th>RELEVANCE</th>
<th>SOURCE</th>
</tr>
</thead>
</table>
|          | **What does this mean?**  
*This means that ... (explanation of evidence)* | **How does this support your reason?**  
*This relates to ______ (reason) because ...* | **Citation for the evidence (include type of source, creator's name, title and date)** |
|          |          |           |        |
|          |          |           |        |
|          |          |           |        |
**Writing Prompt: Was the Civil War a war for freedom?**

**Introduction to Freedom and the Civil War**

---

**Interpretation or Argument (Thesis Statement)**

---

**Body Paragraph 1**

<table>
<thead>
<tr>
<th>Reason or Claim 1</th>
<th>Evidence 1</th>
<th>Analysis and Relevance</th>
<th>Restate reason &amp; make transition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Body Paragraph 2**

<table>
<thead>
<tr>
<th>Reason or Claim 2</th>
<th>Evidence 1</th>
<th>Analysis and Relevance</th>
<th>Restate reason &amp; make transition</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Body Paragraph 3**

<table>
<thead>
<tr>
<th>Reason or Claim 3</th>
<th>Evidence 1</th>
<th>Analysis and Relevance</th>
<th>Restate reason &amp; make transition</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

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**Conclusion**

---
From 1861 through 1865, the Union and the Confederacy fought the Civil War, the most costly and bitter war in our nation's history. People had different perspectives on the meaning of freedom, and their differences over freedom helped cause the war. As the U.S. forcibly reunited at the end of the war, the nation and its people had to redefine what freedom meant. Considering what you have learned in this unit, do you think that the Civil War was a war for freedom?

Write a five-paragraph essay which introduces your interpretation or claim, which is your answer to the question, "Was the Civil War a war for freedom?" Support your claim with three reasons and develop each reason in a separate paragraph. Support your reasons with logical and specific evidence from a variety of sources you have studied in this unit. Analyze the evidence and cite the sources.

Write in a clear and formal style. Use words, phrases, and clauses to show the claim, reasons, and evidence, and to make the essay flow logically and smoothly. In the last paragraph, write a conclusion that restates your interpretation or claim and summarizes your reasons.
<table>
<thead>
<tr>
<th>Category</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretation or argument</td>
<td>There is no thesis statement of the interpretation or argument, or the thesis statement is not clear.</td>
<td>The interpretation or argument (thesis statement) takes a position on the question, but does not include further argument.</td>
<td>The interpretation or argument (thesis statement) includes an argument, but is vague or inadequate.</td>
<td>The interpretation or argument (thesis statement) is thoughtful, argumentative, and precise.</td>
</tr>
<tr>
<td>Common Core WHST 1a</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reasons or claims</td>
<td>The essay only has one reason or claim, or the reasons or claims given are all unclear or inadequate.</td>
<td>The essay has less than 3 reasons or claims, or 2 or more of the reasons or claims are unclear, irrelevant, or inadequate.</td>
<td>The essay has three reasons or claims which support the interpretation or argument (thesis statement.) One reason or claim may be unclear, irrelevant, or inadequate.</td>
<td>The essay has three clear, thoughtful, relevant and comprehensive reasons or claims which support the interpretation or argument (thesis statement.)</td>
</tr>
<tr>
<td>Common Core WHST 1a &amp; 1b</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount of Evidence</td>
<td>Each body paragraph contains less than 2 pieces of evidence.</td>
<td>Each body paragraph contains 2 pieces of evidence, but the evidence comes from only 1 or 2 sources, or is very general.</td>
<td>Evidence is sufficient and comes from more than 2 sources, and most of it is specific.</td>
<td>Each body paragraph has more evidence than required, from a wide range of sources, and the evidence is specific.</td>
</tr>
<tr>
<td>Common Core WHST 1b</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Evidence</td>
<td>Evidence is not accurate or does not support the stated reasons.</td>
<td>Some evidence supports the reasons, but it may not be stated clearly or be convincing, or some evidence is inaccurate.</td>
<td>Evidence is accurate, clear and supports the reasons, but is copied directly from the text, or may not be convincing.</td>
<td>Evidence is paraphrased accurately and clearly with brief direct quotations. Evidence is well-chosen and convincing.</td>
</tr>
<tr>
<td>Common Core WHST 1b</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citation of Evidence</td>
<td>No sources are cited for more than half of the evidence.</td>
<td>Sources are cited by one of the following – author, title, date and type – for more than half of the evidence.</td>
<td>Sources are cited by at least 2 of the following – author, title, date and type – for almost all evidence. Citations may be awkwardly stated.</td>
<td>Sources are cited by 3 or more of the following – author, title, date and type – for almost all evidence. Citations are expressed smoothly.</td>
</tr>
<tr>
<td>Common Core WHST 1b</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### CW8.8 – Rubric for Civil War Freedom Essay (p. 2 of 2)

<table>
<thead>
<tr>
<th>Category</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis of Evidence</strong></td>
<td>There is no analysis of evidence.</td>
<td>Analysis is present but illogical, irrelevant, or unclear.</td>
<td>Analysis is logical and relevant, but stated awkwardly.</td>
<td>Analysis is insightful and expressed smoothly.</td>
</tr>
<tr>
<td>Common Core WHST 1b</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>The language used in the essay does not create cohesion and confuses the relationship among the interpretation or argument, reasons or claims, and evidence.</td>
<td>The essay uses words and phrases which help cohesion and point out the interpretation or argument, reasons or claims, and evidence, but there are no transitions, and many words are poorly chosen. There are few, if any, clauses.</td>
<td>The essay uses words, phrases, and clauses to promote cohesion, and to signal the relationships among the interpretation or argument, reasons or claims, and evidence, but the transitions may be awkward, or some words poorly chosen.</td>
<td>The essay uses words, phrases, and clauses to create cohesion and clarify the relationships among the interpretation or argument, reasons or claims, and evidence.</td>
</tr>
<tr>
<td>Common Core WHST 1c</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Formal Style</strong></td>
<td>The entire essay is written in an informal style.</td>
<td>The majority of the essay does not use a formal style.</td>
<td>The majority of the essay uses a formal style.</td>
<td>The essay establishes and maintains a formal style.</td>
</tr>
<tr>
<td>Common Core WHST 1d</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>There is no conclusion.</td>
<td>There is a conclusion but it does not include a statement of the interpretation or argument (thesis statement) or address the argument presented.</td>
<td>The conclusion states the interpretation or argument (thesis statement), but does not otherwise support the argument presented.</td>
<td>The conclusion follows from and supports the argument presented.</td>
</tr>
<tr>
<td>Common Core WHST 1e</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Unit Page 353
True/False: Mark the following statements “T” if they are true, and “F” if they are false.

1. Most Northerners wanted to end slavery because they thought it was morally wrong.  
   _____

2. The most important cause of the Civil War was slavery.  
   _____

3. The southern states left the union because Abraham Lincoln ended slavery.  
   _____

4. More Americans were killed in the Civil War than in any other war except World War II.  
   _____

5. Most Southern whites owned slaves.  
   _____

6. The Union used the Anaconda (or Great Snake) strategy and the Confederacy used the offensive-defensive strategy.  
   _____

Questions 7-8 are based on the text below. Read the text and answer the questions.

George Fitzhugh, Sociology for the South, 1854

“The slaves are all well fed, well clad, have plenty of fuel, and are happy. They have no dread of the future – no fear of want….At the slaveholding South all is peace, quiet, plenty, and contentment. We have no mobs, no trade unions, no strikes for higher wages, no armed resistance to the law, but little jealousy of the rich by the poor....”

7. What is the author’s interpretation of slavery?
   a) Slavery should be abolished.
   b) Slavery is a better system than free labor.
   c) Slavery should be an issue for the states to decide.
   d) Slavery makes people dread the future.
CW8.9 – Civil War Unit Post-Test (p. 2 of 4)

_____ 8. Which group does the author probably belong to?
   a) Abolitionists
   b) White Northerners
   c) White Southerners
   d) Free blacks

What evidence in the text supports your answer? _____________________________________________
____________________________________________________________________________________

Question 9 is based on the two texts below.

Abraham Lincoln, First Inaugural Address, 1861

“I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so. . . . 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."

Abraham Lincoln, Gettysburg Address, 1863

“It is rather for us to be here dedicated to the great task remaining before us . . .-- that this nation, under God, shall have a new birth of freedom . . .”

_____ 9. How did Lincoln change his reason for fighting the war between these two speeches?

   a) In the First Inaugural Address, Lincoln said that preserving the union was the reason for fighting the war, but in the Gettysburg Address he said the purpose of the war was also to end slavery.
   b) In the First Inaugural Address, Lincoln said that slavery should be abolished everywhere in the United States, and in the Gettysburg Address, he said that the war should be ended as quickly as possible.
   c) In the First Inaugural Address, Lincoln said that the states had the right to secede from the union, but in the Gettysburg Address, he said that the union must be preserved.
   d) In the First Inaugural Address, Lincoln said that equality was a reason for fighting the war, but in the Gettysburg Address, he changed that reason to preserving the union.
_____ 10. Which of these events may have influenced Lincoln about abolishing slavery?
   a) The attack on Fort Sumner
   b) Slaves escaping to the Union lines, where they were accepted as Contraband
   c) The victories of the Union Army over the Confederate Army under General Robert E. Lee
   d) The battle at Gettysburg

_____ 11. Why did John Wilkes Booth assassinate President Lincoln?
   a) He wanted to end the war quickly.
   b) He feared that Lincoln would make peace with the Confederacy.
   c) He was angry because Lincoln was slow to free the slaves.
   d) He wanted to encourage the Confederacy to go on fighting.

_____ 12. Which of the following evidence supports South Carolina’s argument that they had the right to secede?
   a) The Constitution says that Congress has to approve any changes in the form of the states.
   b) The Constitution says that states could send in the Ordinances of Secession to repeal the Constitution.
   c) The Declaration of Independence says that the states had sworn an oath to the Union.
   d) The Declaration of Independence says that the people have the right to alter or abolish their government if it does not protect their rights.

_____ 13. At the beginning of the war, most Union soldiers believed that they were fighting:
   a) To preserve the union
   b) To free the slaves
   c) To stop slavery from spreading to the North
   d) To bring equality to all Americans

_____ 14. Why was the battle of Vicksburg an important turning point of the Civil War?
   a) The Union gained control of the Mississippi River and split the Confederacy in half.
   b) The Union won after an ironclad ship defeated three wooden ships.
   c) The Confederacy won and the Union realized that the war was not going to end quickly.
   d) The destruction of this battle convinced the Confederacy to surrender.
____ 15. What was the artist’s interpretation on the question, “Was the Civil War a war for freedom?”

   a) Yes, because slaves gained freedom and pride by fighting for the Union.
   b) No, because white southerners lost their property and way of life.
   c) Yes, because the union was preserved.
   d) No, because too many men died during the war.

What evidence in the visual supports your answer? ______________________________________________________
CW8.9K – Civil War Unit Post-Test Key

Directions: The answers to the post-test are listed below, along with the specific topic at hand. If students are having troubles with one or more of these topics, it would be a good idea to review prior to moving onto the Reconstruction unit.

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Civil War

- **November 6, 1860**: Abraham Lincoln is elected President
- **January 21, 1861**: Jefferson Davis resigns from the United States Senate
- **April 12, 1861**: Fort Sumter *Confederate victory
- **July 1861**: Bull Run/Manassas *Confederate victory
- **February 1862**: Fort Donelson *Union victory
- **March 9, 1862**: USS Monitor and CSS Virginia *No victor
- **May 1862**: Shenandoah *Confederate victory
- **September 1862**: Antietam *Union victory

**1860 - 1862**

- **December 20, 1860**: South Carolina secedes from the United States, setting off a string of secession from the southern states
- **March 4, 1861**: President Lincoln’s Inauguration
- **April 1861**: Robert E. Lee resigns from the United States Army, and accepts an assignment in the Confederate Army
- **1861**: *Incidents in the Life of a Slave Girl* published
- **April 12, 1861**: Slaves escape to Union lines and accepted as “contraband”
- **April 6, 1862**: Shiloh *Union victory
- **May 13, 1862**: Robert Smalls, a slave, sails Confederate ship *Planter* to Union lines
January 1, 1863
Emancipation Proclamation

July 3, 1863
Gettysburg *Union victory

July 4, 1863
Vicksburg *Union victory

July 6, 1863
Frederick Douglass’s “Should the Negro Enlist in the Union Army?” speech

July 18, 1863
Fort Wagner *Confederate victory

November 19, 1863
Sherman’s March to the Sea *Union victory

November/December 1864
Lincoln’s Gettysburg Address

April 9, 1865
Robert E. Lee surrenders to the Union Army at Appomattox Courthouse

April 14, 1865
Lincoln Assassinated

March 4, 1863
Lincoln’s 2nd Inaugural Address

Spring 1863
African-Americans begin to enlist in Union Army

1863: Conscription Act passes, enacting the first draft for Union Army

December 6, 1865
Ratification by the states of the 13th Amendment abolishing slavery in the United States

November/December 1864
Sherman’s March to the Sea *Union victory

1865: Freedmen’s Bureau established to aid slaves’ transition to freedom