

# 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, three-quarter length portrait, seated, facing right; hair parted on Lincoln's right side. Source: Library of Congress, <http://www.loc.gov/pictures/item/2009630693/>*

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 19<sup>th</sup>-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.

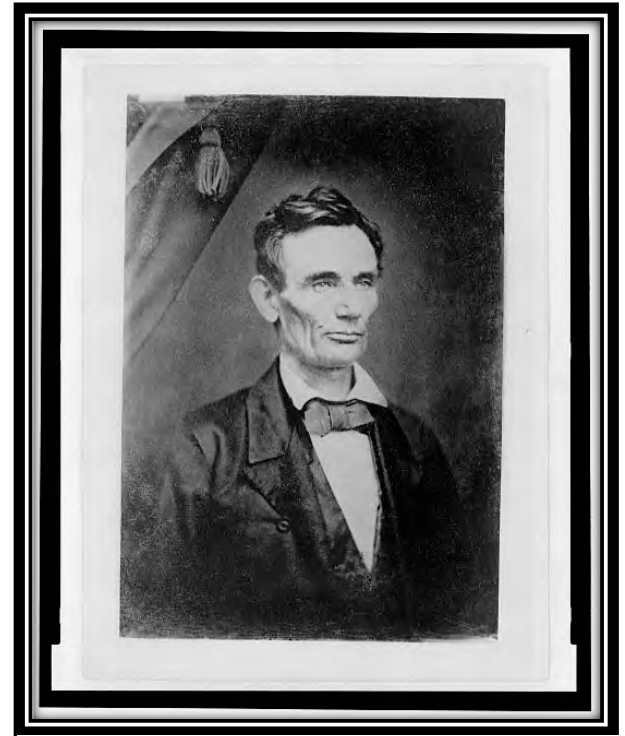
## Modifications / Support for Student Literacy

### 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.



*Abraham Lincoln, half-length portrait, facing right, probably 1858, printed later. Source: Library of Congress. <http://www.loc.gov/pictures/item/2009630653/>*

### 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.

## CW5.1- The Declaration of Independence (1776)



Declaration of Independence, July 4th, 1776 / painted by J. Trumbull ; engraved by W.L. Ormsby, N.Y. 1876. Source: The Library of Congress, <http://www.loc.gov/pictures/item/96521535/>

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:

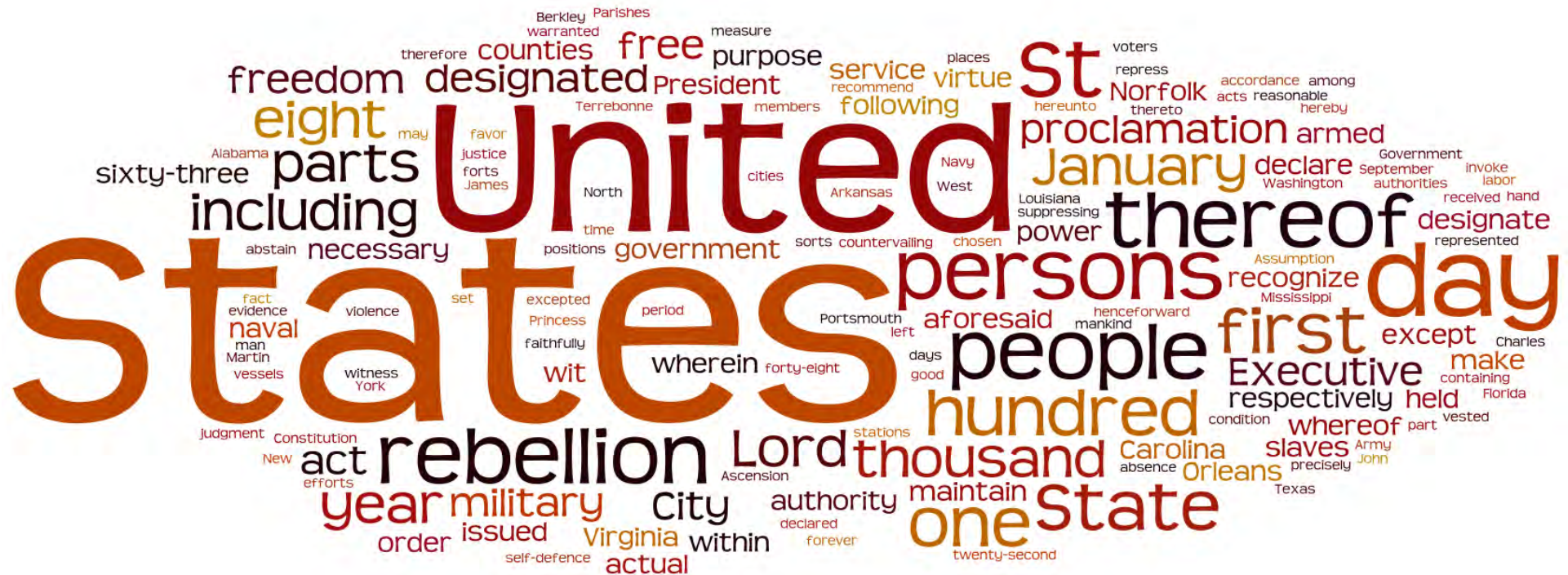
- "... all men are created equal."
- " that they are endowed by their Creator with certain unalienable Rights,"
  - God has given men rights that cannot be taken away. These are often referred to as "natural rights."
- "that among these are Life, Liberty and the pursuit of Happiness."
  - These rights 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.













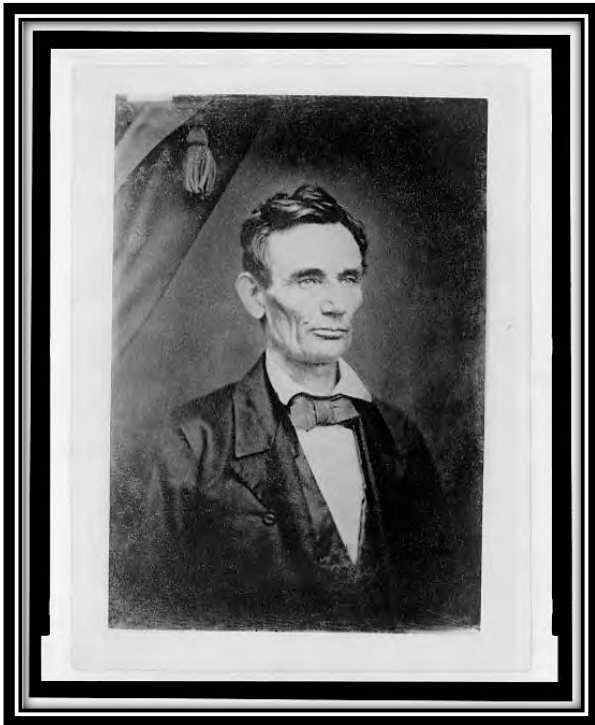
CW5.2.4- The Gettysburg Address (November 19, 1863) Word Cloud



## 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:

Historical Actors (who is doing this?)	Action words (verbs/ verb phrases)	Who, What, Where Message	Questions or conclusions- What connections can you make from this information?
	believe		What does Lincoln believe will happen to the division of the U.S. into slave and free states?
	cannot endure permanently	half slave and half free	

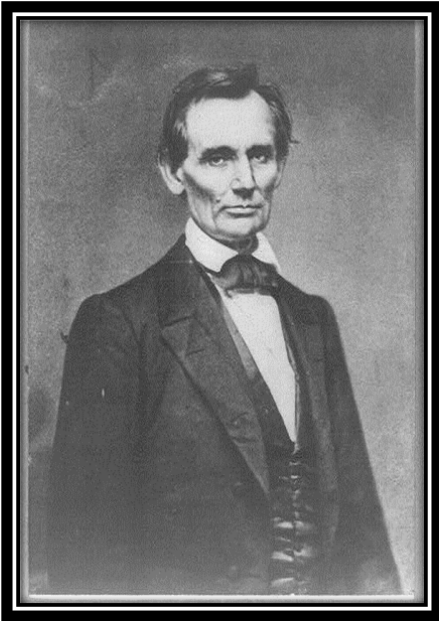
## CW5.3.1- Analyzing Lincoln's Speeches ("House Divided," continued)

Excerpt Analysis:

<p><b>Review: Ideas from the Declaration of Independence</b></p> <ul style="list-style-type: none"> <li>• "All men are created equal"</li> <li>• People have rights given to them by God, which include the right to life, liberty, and the pursuit of happiness (understood to include property)</li> <li>• Citizens have the right to change, get rid of, or create new governments when they don't protect the peoples' (natural) rights</li> </ul>	<p><b>Does the "House Divided" speech relate to the Declaration of Independence? If so, how? If not, why not?</b></p>
<p><b>What was Lincoln arguing?</b></p>	
<p><b>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?</b></p>	



## 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?

Abraham Lincoln, candidate for U.S. president, before delivering his Cooper Union address, New York, N.Y., on Feb. 27, 1860. Matthew Brady, Photographer Source: Library of Congress. <http://www.loc.gov/pictures/item/2009630664/>

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:

Circumstances	Historical Actors (who is doing this?)	Verb / Verb Phrase	Who, What, Where Message	Questions or conclusions
	You(the states that have seceded)	have		What is Lincoln's oath?  Why does he say that the seceded states have no oath?
while	I (Lincoln)	shall have		

## CW5.3.2- Analyzing Lincoln's Speeches (First Inaugural, continued)

Excerpt Analysis:

<b>Review: Ideas from the Declaration of Independence</b> <ul style="list-style-type: none"><li>• "All men are created equal"</li><li>• People have rights given to them by God, which include the right to life, liberty, and the pursuit of happiness (understood to include property)</li><li>• Citizens have the right to change, get rid of, or create new governments when they don't protect peoples' (natural) rights</li></ul>	<b>Does the First Inaugural Address speech relate to the Declaration of Independence? If so, how? If not, why not?</b>
<b>What was Lincoln arguing?</b>	
<b>What does this speech tell you about Lincoln's reasons for going to war?</b>	

## 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?

*Abraham Lincoln, August, 1863. Alexander Gardner, Photographer Source: Library of Congress. <http://www.loc.gov/pictures/item/2008680386/>*

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:

Connect- or words	Historical Actors	Verbs/ Verb phrases	Who, What, Where Message	Questions or conclusions
		held	as slaves within any State or designated part of a State,	Who are the "persons" that Lincoln is referring to and where do they live?
	whereof ( <i>in rebel states</i> )	shall then be	In rebellion against the United States	
	[ ]	shall be	then, thenceforward, and forever free...	
And		further declare and make known,		How will this proclamation affect the Union military?
that		will be received	into the armed service of the United States...	

## CW5.3.3- Analyzing Lincoln's Speeches (Emancipation Proclamation, continued)

Excerpt Analysis:

<p><b>Review: Ideas from the Declaration of Independence</b></p> <ul style="list-style-type: none"> <li>• "All men are created equal"</li> <li>• People have rights given to them by God, which include the right to life, liberty, and the pursuit of happiness (understood to include property)</li> <li>• Citizens have the right to change, get rid of, or create new governments when they don't protect peoples' (natural) rights</li> </ul>	<p><b>Does the Emancipation Proclamation relate to the Declaration of Independence? If so, how? If not, why not?</b></p>
<p><b>What was Lincoln arguing?</b></p>	
<p><b>What does this speech tell you about Lincoln's reasons for fighting the war?</b></p>	



## 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?

Gettysburg, Pa. Confederate dead gathered for burial at the edge of the Rose woods, July 5, 1863. Alexander Gardner, Photographer Source: Library of Congress.  
<http://www.loc.gov/pictures/item/cwp2003000202/PP/>

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:

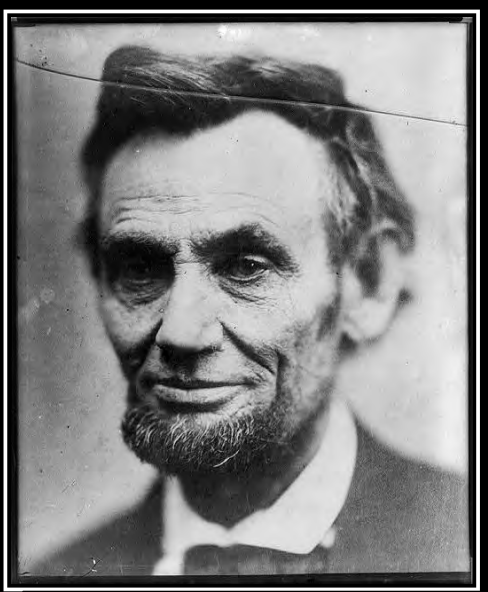
-Time marker -Connector words -Prepositional phrase -Circumstances	Historical Actors (who is doing this?)	Verbs / Verb Phrases	Who, What, Where <i>Message</i>	Questions or conclusions
It is rather for	us ( <i>our country</i> )		to the great task remaining before us	What was the unfinished task?
that from these honored dead	we		increased devotion	How did Lincoln think the people could honor those who died?
to that	cause for which they (_____)		the last full measure of devotion	
-- that	we			
that	these dead		in vain	What does "a new birth of freedom" mean?  Why did Lincoln think the people of the Union should continue fighting the war?
-- that	this nation, under God,		a new birth of freedom	
-- and that	government of the people, by the people, for the people,		from the earth.	

## CW5.3.4- Analyzing Lincoln's Speeches (Gettysburg Address, continued)

Excerpt Analysis:

<p><b>Review: Ideas from the Declaration of Independence</b></p> <ul style="list-style-type: none"> <li>• "All men are created equal"</li> <li>• People have rights given to them by God, which include the right to life, liberty, and the pursuit of happiness (understood to include property)</li> <li>• Citizens have the right to change, get rid of, or create new governments when they don't protect peoples' (natural) rights</li> </ul>	<p><b>Does the Gettysburg Address relate to the Declaration of Independence? If so, how? If not, why not?</b></p>
<p><b>What was Lincoln arguing?</b></p>	
<p><b>What does this speech tell you about Lincoln's reasons for fighting the war?</b></p>	

## 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?

*Abraham Lincoln, head and shoulders portrait, traditionally called "last photograph of Lincoln from life", February 5, 1865. Alexander Gardner, Photographer Source: Library of Congress. <http://www.loc.gov/pictures/item/2009630692/>*

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:

Connector words	Historical Actors (who is doing this?)	Verbs/ Verb phrases	Who, What, Where Message	Questions or conclusions-
	These slaves	constituted		What is the peculiar and powerful interest and what did it have to do with the start of the war?
	All	knew		
that	this interest (_____)	was somehow		



## CW5.3.5- Deconstructing Lincoln's Speeches: The Second Inaugural Address (cont.)

Connector words	Who (subject) <i>Participants</i>	Verbs/ Verb phrases	Who, What, Where <i>Message</i>	Questions or conclusions
	Neither (_____)	anticipated		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.
that	the cause of the conflict (_____)	might cease		

### Excerpt Analysis:

<b>Review: Ideas from the Declaration of Independence</b> <ul style="list-style-type: none"> <li>• "All men are created equal"</li> <li>• People have rights given to them by God, which include the right to life, liberty, and the pursuit of happiness (understood to include property)</li> <li>• Citizens have the right to change, get rid of, or create new governments when they don't protect peoples' (natural) rights</li> </ul>	<b>Does the Second Inaugural Address relate to the Declaration of Independence? If so, how? If not, why not?</b>
<b>What was Lincoln arguing?</b>	
<b>What does this speech tell you about Lincoln's reasons for going to war?</b>	

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## CW5.4 – Instructions for Sentence Deconstruction (p. 1 of 3)

### *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.

## CW5.4 – Instructions for Sentence Deconstruction (p. 2 of 3)

### 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...."*

Historical Actors (who is doing this?)	Action words (verbs/ verb phrases)	Who, What, Where Message	Questions or conclusions- What connections can you make from this information?
	believe		What does Lincoln believe will happen to the division of the U.S. into slave and free states?
	cannot endure permanently	half slave and half free	

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).

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## CW5.4-Instructions for Sentence Deconstruction (p. 3 of 3)

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.



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## 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)



*Abraham Lincoln, three-quarter length portrait, seated, facing right; hair parted on Lincoln's right side. Source: Library of Congress; <http://www.loc.gov/pictures/item/2009630693/>*

**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**

	<b>EVIDENCE</b> Use “quotation” marks Use ellipses (...) to take out parts of sentences	<b>ANALYSIS</b> What does this mean? <i>This means that ... (explanation of evidence)</i>	<b>RELEVANCE</b> How does this support your interpretation? <i>This relates to _____ (interpretation) because ...</i>	<b>SOURCE</b> Write down your citation information
<b>Beginning:</b> What was Lincoln’s reason(s) for fighting the war in the beginning? (House Divided or First Inaugural)				
<b>Point of Change:</b> When and how did Lincoln’s reason(s) for fighting the war change?				
<b>End:</b> 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.

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## 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.