

## ERA 5: THE EMERGENCE OF THE MODERN NATION: CIVIL WAR AND RECONSTRUCTION, 1850-1877

### Introduction

During the years it was being fought, people in the North called it the War of the Rebellion, while in the South it was known as the War Between the States. It was only after the war had been over for some time that most people in both sections began to call it the Civil War, perhaps a curious name for a very uncivil series of conflicts that took the lives of over 600,000 on both sides.

Even more interesting is the fact that, nearly 150 years after Gen. Robert E. Lee's surrender to Gen. Ulysses S. Grant at Appomattox Court House, the Civil War remains the most remembered event in United States history. According to historian Robert Tracy McKenzie (who was born and raised in Athens, Tennessee and is now a prominent historian of the Civil War in East Tennessee), "Americans have churned out nearly a book or pamphlet a day on the subject since Lee surrendered to Grant" and the veritable tsunami shows no sign of abating.<sup>1</sup> Each year, modern-day armies of thousands dress in Union and Confederate uniforms to "re-enact" some of the war's principal battles.<sup>2</sup>

Why is this so? It is very possible that many Americans sense that the Civil War marked the end of one era of United States history and the birth of modern America. To be sure, the nation technically came into being in 1776 when the former colonies approved a Declaration of Independence from Great Britain. In many ways, however, the country had not yet become a *modern* nation. As we shall see, that did not happen until the period that comprises Era 5—1850-1877. And although that process was not completed in 1877 *and* would take even more years to fully accomplish, by 1877 the people of the United States were dramatically different from their ancestors who approved the Declaration of Independence only 101 years before.

The theme of THE EMERGENCE OF THE MODERN NATION is a useful one for those of us who teach students about the 1850-1877 period. As with all other themes created and used by teachers, this one is particularly helpful in arranging, learning, and understanding the key trends, events, people, and primary documents of the period. As we learn each of these, we as teachers might think about how that trend/event/person/source "fits" into the large picture of THE CREATION OF THE MODERN NATION. Also, students will gain an understanding of what those disparate parts of history actually *mean*, why it is *important to know them*.

### Student Content Goals

1. Identify the economic, political, and social systems of the North and the South.
2. Show how the differences between the systems of the North and the South led to the Civil War.
3. Show how westward expansion contributed to the differences between the North and the South.
4. Chart the major events that led to the Civil War. Why did the South secede from (leave) the Union?
5. List the major military, economic, and political events that took place during the Civil War.
6. Explain why the North won the Civil War.
7. Identify the major military and non-military leaders from the North and the South during the Civil War.
8. Evaluate the successes and failures of various Reconstruction plans (presidential reconstruction, congressional reconstruction).

---

<sup>1</sup> Robert Tracy McKenzie, *Lincolmites and Rebels: A Divided Town in the American Civil War* (New York: Oxford University Press, 2006), p. vii.

<sup>2</sup> For an interesting book on Civil War re-enactors, see Tony Horwitz, *Confederates in the Attic: Dispatches from the Unfinished Civil War* (1998).

9. Assess the lasting impact of the Civil War and Reconstruction.
10. Explain the changes in the lives of African Americans from 1850 to 1880.

### Student Skills Goals

1. Create and explain a map of the slave states and free states in 1860.
2. Create and explain a timeline that shows the major events leading to the Civil War.
3. Create and explain a map showing the major military engagements of the Civil War. Pay particular attention to the State of Tennessee.
4. Use statistics, charts, and graphs to demonstrate the principal differences between the three regions of the State of Tennessee (East, Middle, West).
5. Show how the Reconstruction Amendments to the Constitution (13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup>) extended the rights of citizenship to African Americans.
6. Interpret a primary source having to do with the Civil War (NOTE: A primary source is not just a written document like a letter, newspaper, etc.)

### Teacher Development Goals

1. **Historical Content.** Teacher exhibits excellent content knowledge, including principal names, events, themes, and historical context for events. Teacher is able to relate the differing points of view of people in the past.
2. **Use of Primary Sources.** Teacher is familiar with the major primary sources (documents, artifacts, paintings and photographs, music, maps, cartoons, newspapers, statistics, etc.) and uses those sources appropriate for student developmental levels effectively in the classroom.
3. **Historical Thinking.** Teacher is able to engage students in historical thinking to raise questions and go beyond their textbooks. The teacher is able to help students create and support historical arguments.
4. **Integration of Technology.** Teacher consistently integrates appropriate technology into instructional units and is able to assist students in using technology to gather, analyze, and present historical information.

### Timeline

1793	Eli Whitney invents cotton gin
1808	Congress prohibits external slave trade
1820	Missouri Compromise
1846-1848	U.S.-Mexican War
1848	Treaty of Guadalupe Hidalgo ends the U.S.-Mexican War
1849	California seeks admission to the Union as a free state
1850	Nashville convention assembles to discuss the South's grievances
1850	Compromise of 1850
1852	Harriet Beecher Stowe publishes <i>Uncle Tom's Cabin</i>
1852	Franklin Pierce elected president
1854	Kansas-Nebraska Act
1854-1855	Know-Nothing and Republican parties emerge
1855	Proslavery forces steal the election for a territorial legislature in Kansas
1855	Proslavery Kansans establish a government in Lecompton
1855	Free-soil government established in Topeka, Kansas
1856	The sack of Lawrence
1856	John Brown's Pottawatomie massacre
1856	James Buchanan elected president
1857	<i>Dred Scott v. Sandford</i>
1857	Hinton R. Helper publishes <i>The Impending Crisis of the South</i>

1857 President Buchanan endorses the Lecompton constitution in Kansas  
 1857 Panic of 1857  
 1858 Congress refuses to admit Kansas to the Union under the Lecompton constitution  
 1858 Lincoln-Douglas debates  
 1859 John Brown's raid on Harpers Ferry  
 1860 Abraham Lincoln elected president  
 1860 South Carolina secedes from the Union  
 1861 Lower South states secede  
 1861 Confederate states of America established  
 1861 Crittenden compromise plan collapses  
 1861 Lincoln takes office (March)  
 1861 Firing on Fort Sumter—Civil War begins (April)  
 1861 Lincoln calls for 75,000 volunteers to suppress the rebellion (April)  
 1861 Upper South states secede  
 1861 First Battle of Bull Run (July)  
 1861 First Confiscation Act (August)  
 1862 Battles of Forts Henry and Donelson (February)  
 1862 George B. McClellan's Peninsula Campaign (March-July)  
 1862 Battle of Shiloh (April)  
 1862 Confederate Congress passes the Conscription Act (April)  
 1862 Homestead Act (May)  
 1862 Seven Day's Battles (June-July)  
 1862 Pacific Railroad Act; Morrill Land Grant Act; Second Confiscation Act (July)  
 1862 Second Battle of Bull Run (August)  
 1862 Battle of Antietam (September)  
 1862 Preliminary Emancipation Act (September)  
 1862 Battle of Fredericksburg (December)  
 1863 Emancipation Proclamation issued (January)  
 1863 Lincoln suspends writ of *habeas corpus* nationwide (January)  
 1863 Battle of Chancellorsville (May)  
 1863 Battle of Gettysburg (July)  
 1863 Surrender of Vicksburg (July)  
 1863 New York City draft riots (July)  
 1863 Battle of Chickamauga (September)  
 1863 Battle of Chattanooga (November)  
 1863 Battle of Fort Sanders (November)  
 1864 Ulysses S. Grant given command of all Union armies (March)  
 1864 Battle of the Wilderness (May)  
 1864 Battle of Spotsylvania (May)  
 1864 Battle of Cold Harbor (June)  
 1864 Wade-Davis bill passed by Congress and pocket-vetoed by Lincoln (July)  
 1864 Lincoln reelected (November)  
 1864 William T. Sherman's march to the sea (November-December)  
 1865 Congress passes the Thirteenth Amendment (January)  
 1865 Freedmen's Bureau established (March)  
 1865 Robert E. Lee surrenders at Appomattox (April)  
 1865 Lincoln assassinated; Andrew Johnson becomes president (April)  
 1865 Joseph Johnston surrenders to Sherman (April)  
 1865 Andrew Johnson issues Proclamation of Amnesty and Reconstruction (May)  
 1865 Thirteenth Amendment ratified (December)  
 1865 Presidential Reconstruction completed (December)

1866	Congress passes the Civil Rights Act of 1866 over Johnson's veto
1866	Ku Klux Klan founded in Pulaski, Tennessee
1866	Tennessee readmitted to the Union
1866	Race riots in Memphis (May) and New Orleans (July)
1866	Congress passes the Fourteenth Amendment
1867	Reconstruction Act passed by Congress
1867	Secretary of State William Seward negotiates purchase of Alaska
1868	President Johnson is impeached, tried, and acquitted by one vote
1868	Fourteenth Amendment ratified
1868	Congress passes the Fifteenth Amendment
1868	Ulysses S. Grant elected president
1869	Transcontinental Railroad completed
1870	Fifteenth Amendment ratified
1870	Enforcement Act of 1870
1871	Ku Klux Klan Act
1873	Panic of 1873 triggers a depression lasting until 1879
1874	Democrats gain control of the House of Representatives
1875	Civil Rights Act of 1875
1876	Disputed presidential election: Rutherford B. Hayes v. Samuel J. Tilden
1877	Electoral commission decides election in favor of Hayes
1877	The last Republican-controlled governments overthrown in Florida, Louisiana, and South Carolina
1879	"Exodus" movement spreads through several southern states

### **Emancipation of Slaves in the Atlantic World: A Selective List**

HAITI	1794	A series of slave revolts, began in St. Domingue in 1791 and 1792 and spread under the leadership of Toussaint L'Ouverture. In 1794 the French Republic abolished slavery in all French Colonies. In 1804, St. Domingue became the independent republic of Haiti.
BRITISH WEST INDIES	1834	Parliament in 1833 abolished slavery gradually in all lands under British Control, usually with compensation for slave owners. The law affected the entire British Empire, including British colonies in the West Indies, such as Barbados and Jamaica. It took effect in 1834.
MARTINIQUE AND GUALDELOUPE	1848	Napoleon had restored slavery to these French Colonies in 1800; the Second French Republic abolished it in 1848.
UNITED STATES	1865	The Thirteenth Amendment, passed by Congress in January 1865 and ratified in December 1865, freed all slaves in the United States. Prior to that, the second Confiscation Act of 1862 liberated those slaves who came within Union lines, and the Emancipation of January 1, 1863, declared free all slaves in areas in Confederate control.
CUBA	1886	In the early 1880s, the Spanish Parliament passed a plan of gradual abolition, which provided an intermediate period of "apprenticeship." In 1886, Spain abolished slavery completely. Cuba remained under Spanish control until the end of the Spanish American War in 1898.
BRAZIL	1888	Brazil, which had declared its independence from Portugal in 1822, passed a law to effect gradual emancipation in 1871, and in 1888, under the "Golden Law," abolished slavery completely.

## Major Issues, Themes, Documents, People, Events

### 1. Issues/Themes

For the period 1850-1877, the three central questions are:

1. What were the causes of the American Civil War?
2. How can we explain why the United States (the North) triumphed over the Confederate States of America (the South)?
3. Why did Reconstruction fail?

When dealing with the causes of the Civil War, the major issue is the role slavery played in the coming of that conflict. Although there are intelligent people who claim that the institution of slavery was **not** the cause of the Civil War, the vast majority of evidence suggests that slavery played a **major role** in the coming of that conflict.

But precisely **how** did slavery cause the war? We can answer that question by looking at the major **INSTITUTIONS, THEMES, PEOPLE, AND EVENTS** from roughly the 1830s until the late 1850s and how slavery intruded itself into them. To begin with, slavery worked itself into important institutions. For example, most Americans in the North and the South were Protestants. In the 1840s, three of the country's major Protestant denominations (Presbyterian, Methodist, and Baptist) all split into separate churches, and slavery always played some role in those divisions. And so American Protestants might not want to think about slavery, but they could not escape the growing tensions.

Other institutions that held the nation together were the United States post office system, colleges and universities, and political parties. Beginning in the 1830s, a debate arose concerning sending abolitionist literature through the mails, and the U. S. postal system authorized the searching of the mail traveling from free states to slaves states, mainly because some while southerners believed that abolitionists were attempting to foment slave rebellions such as the Nat Turner Rebellion in Virginia in 1831. In Athens, Tennessee the post office actually allowed some mail to be publicly burned. Naturally, many northerners (even those who were not anti-slavery) were outraged at this flagrant abuse of their right to send mail without it being searched, read, or destroyed. Hence, as with religion, slavery had intruded itself into the institution of the United States mail.

At the beginning of the nation, many southern families who did not want to send their sons to Europe for college educations purposely chose colleges and universities in the North. Although Thomas Jefferson was educated at William and Mary College in Virginia, his friend and political ally James Madison went to Princeton in New Jersey, along with many other southerners. John C. Calhoun graduated from Yale, Robert E. Lee, and Jefferson Davis, and numerous other southerners went to the U. S. Military Academy at West Point, and Lee's son attended Harvard College in Massachusetts with many other southerners. It was at those schools that northern and southern men met as classmates, often became friends, discussed the issues of the day, and not infrequently southern men met and dated northern women (one wrote home that "I have but lately found out that the Yankee girls are very fine and, upon due consideration, they would make much better wives...than the southern"). Yet increasingly southern parents refused to send their sons to the North for college. One South Carolina father warned his son "to avoid imbibing principles against the interest of the southern states." When one Virginia father found out that one of his sons teachers at Yale had taken a class to meet and hear "a recently liberated African Prince recount his harrowing experience in bondage in America," that was too much and the next year his son was transferred to the University of Virginia. Therefore, like churches and the post office, the institutions that, like cords, were holding the United States together were breaking or unraveling, and in all cases slavery played some major role.

Finally, one of the most powerful unifying forces in the United States were political parties. But those parties could maintain strength in both sections by avoiding the rising debate over slavery. For example, President Andrew Jackson did not want to admit Texas (which had won its independence from Spain in 1836) to the Union because he feared the issue would damage the Democratic Party. Similarly, President James Polk, like Jackson also from Tennessee, tried to get Pennsylvania Democratic Congressman David Wilmot to withdraw a resolution he had introduced that any territory purchased or taken from Mexico would be closed to slavery, again because he feared the toll it would take on the

Democratic Party (Wilmot refused). Ultimately the southern wing of the Whig party virtually collapsed (making way for the founding of the Republican Party which initially was a sectional political party) and in 1860 the Democratic Party could not even agree on a person to nominate for president. Again, slavery had destroyed still another national institution. One by one, the cords that held the nation together were coming apart.

Unquestionably the major theme for virtually all of nineteenth century American history is that of **WESTWARD EXPANSION**. As Americans moved westward after the War of 1812, the principal question was whether slavery would be permitted to follow the flag. Earlier, in the 1780, the Articles of Confederation Congress had prohibited the expansion of slavery into the Northwest Territory (the future states of Ohio, Indiana, Illinois, Michigan, and Wisconsin). Southerners did not object at the time because they believed that slavery would not be economically feasible in the Northwest Territory and also because states that permitted slavery began to be admitted to the Union not long after independence (Kentucky 1792, Tennessee 1796, Louisiana 1812, Mississippi 1817, Alabama 1819), thus giving the South parity with the North in the U. S. Senate. But as settlers began moving into the Louisiana Territory and beyond (into Texas, California, and the Pacific Northwest), the issue of slavery once again reared its head. Indeed, Abraham Lincoln probably was typical of a large number of northerners when he said that slavery could not practically be abolished in those areas where it already existed but that it must not be allowed to grow. Hence once again slavery had intruded itself, this time into the major theme of the period.

Thus we can see that the major causes of the Civil War all had something to do with slavery. To be sure, the southern states that seceded (South Carolina's Declaration of Secession is an excellent example) emphasized what they said was the tyranny of the federal government as it trampled on the rights of the states. But behind that argument was the fear that it was the right of states to institute and maintain the institution of slavery. Thus, in that sense it *was* a question of state rights—but it was principally the right to own slaves. And although Abraham Lincoln consistently maintained that he had no intension of abolishing slavery where it presently existed, in fact most of the white South simply did not believe him. With cotton as their chief export (to England and France), not a few in the South believed that a new southern nation could go it along.

As to the second major question (why the U. S. won), one need only consult the statistics. To begin with, the population of the United States was over 22 million versus 9 million for the Confederacy (3.5 million of whom were slaves). Moreover, the North's available fighting force was augmented by the enlistment of Irish immigrants (after Lincoln finally allowed them to join the Union armed forces) and African Americans, 186,000 of whom eventually were in uniform.

In addition to available manpower, the North contained nine times the industrial capacity of the South and before the war manufactured 97% of the nation's firearms. Moreover the United States had a navy that could be used to blockade southern ports. In any extended conflict, the United States almost surely would wear down the Confederacy, which is precisely what happened. Indeed, the South lost a higher percentage of its available fighting force than any nation in modern warfare ...with the possible exception of the Soviet Union during World War II.

What is remarkable, therefore, is how the Confederate States of America was able to hold out so long. For one thing, Confederates were fighting a defensive war and only had to hold out until the other side simply got tired of fighting and gave up. Too, the Confederacy's military leadership was excellent, and it was not until comparatively late in the conflict that the United States was able to find generals of equal abilities.

The turning point came in mid-to-late 1863. At Gettysburg, Lee's effort to circle to the west of Washington, D. C. and attack the capital from the north was turned back, and Lee lost nearly one-third of his army, a blow from which the South never recovered. Then, on the same day that Lee withdrew his tattered army from Gettysburg, Vicksburg, Mississippi surrendered to Union Gen. Ulysses Grant, after a prolonged siege. The fall of Vicksburg literally cut the Confederacy in two, for the entire Mississippi River was now in the hands of the Union army. Admiral David Farragut, a native of East Tennessee, was a key player in opening the Mississippi to the Union. Finally, in November 1863 Union troops chased

Confederate Gen. Braxton Bragg's forces out of Chattanooga, thus opening up East Tennessee as a staging ground for an assault into the heart of the Confederacy: Gen. William Tecumseh Sherman's famous March to the Sea, cut a 90-mile wide swath across Georgia and left Atlanta in ruins. From that point it was only a matter of time.

Some historians also have argued that the Confederacy's own ideology—of intense individualism and state rights—worked against the South's efforts to successfully fight a modern war. President Jefferson Davis was often at odds with the states' governors, who guarded their powers jealously. As the war dragged on, desertions in the Rebel ranks rose to dangerous heights. Finally, the South believed it had to leave some fighting men back home, to guard against a potential slave rebellion (tens of thousands of African Americans ran away during this time, but no rebellion took place).

Perhaps the most difficult of the three central questions to answer is why postwar Reconstruction of the South failed. After all, the former Confederacy was crushed militarily and financially and would have to accept whatever requirements the victors imposed, much as Germany and Japan had to accept whatever demands the Allies made in the wake of World War II.

To begin with, the victors were divided over what the nature of Reconstruction should be. For his part, President Andrew Johnson tried to follow what he believed were Lincoln's notions of a lenient Reconstruction ("with malice toward none, with charity for all"), which would return the southern states to their normal places in the Union without undue force or hostility. He granted wholesale pardons to Confederates and, although he maintained that slavery was dead, told white southerners that it was not necessary for the southern states to ratify the 14<sup>th</sup> Amendment in order to return to their normal places in the Union.

Most white southerners interpreted Johnson's moderation as a green light to restore a version of what the South had been like before the war. While slavery could not be revived, southern state legislatures enacted legislation collectively known as "black codes" which severely limited the freedom and rights of the former slaves. African Americans who tried to exercise their newly won rights were met with a wave of violence carried about by extra-legal groups such as the Ku Klux Klan, which was founded in Middle Tennessee (Pulaski) soon after the war ended. Finally, southern whites elected to Congress many former Confederate leaders, including the former Confederate Vice President Alexander Stephens.

For an increasing number of northerners, the South's behavior and Johnson's leniency gave them the impression that the war had been fought for nothing. In 1866 northern voters elected enough Radical Republican Congressmen to enact a harsher Reconstruction and to override President Johnson's vetoes when he tried to block their efforts. The result was a somewhat harsher Reconstruction but still comparatively moderate. As for Johnson, Radical Republicans impeached him but failed to remove him from office, falling but one vote short in the Senate. Thus the North was unable to enact and follow a firm and consistent policy for reconstructing the South.

The second reason Reconstruction failed can be seen as part of the first. While the South's military defeat had been complete, a large number of white southerners stubbornly refused to believe that the South had been wrong. As a result, they bided their time, gradually regained control of their state governments, and maintained a general distaste for northern ways and for "Yankees." Indeed, it took nearly a century, the civil rights movement (often called the "Second Reconstruction"), and the power of the federal government to make the white South accept the spirit of the 14<sup>th</sup> and 15<sup>th</sup> Amendments and the goals of the original Reconstruction.

## 2. Documents

From the myriad of available documents, master teachers have chosen the following for special consideration:

**U. S. Constitution**—sections dealing with slavery

**Article 1** see Section 2, paragraph 3 (on the counting of three-fifths [60%] of a state's slave population when determining the number of congressmen in the House of

Representatives, and in a apportioning direct taxes) [obsolete by 14<sup>th</sup> Amendment, Section 2]

**Article 1** see Section 8, paragraph 15 (giving Congress the power to call out the militia to suppress insurrections)

**Article 1** see Section 9, paragraph 1 (to stop the importation of slaves in 1808)

**Article 4** see Section 2, paragraphs 2 & 3 (in which slaves are included in the number of people escaping from one state to another who will be returned to the state from which they fled) [Paragraph 3, superseded by 13<sup>th</sup> Amendment]

**13<sup>th</sup> Amendment (1865)**

Abolished slavery/involuntary servitude in the United States.

**14<sup>th</sup> Amendment (1868)**

No state may withhold civil rights of life, liberty, or property without due process of law. And no state may deny to any person equal protection of the laws. Nor many any state withhold the right to vote from any citizen.

**15<sup>th</sup> Amendment (1870)**

No citizen may be denied the right to vote because of “race, color, or previous condition of servitude.”

**Kansas-Nebraska Act (1854)**

In an effort to reach a compromise over whether new states should be allowed to prohibit or legalize slavery, Congress adopted Stephen F. Douglas’s concept of “popular sovereignty,” in which the citizens of a territory would vote as to whether their new state should be “slave” or “free.” The result was much confusion in Kansas over an obviously flawed referendum (more votes were counted than the total population of the Kansas Territory), two rival state governments set up, and an appalling amount of violence.

***Dred Scott v. Sandford* (1857)**

Dred Scott was a slave who sued for his freedom, claiming that his former master had taken him into areas of the country in which slavery was prohibited and, as a result, he was a free man. The case reached the U. S. Supreme Court where Chief Justice Roger Brooke Taney wrote the majority opinion that Scott could not sue in federal court because he—and all African Americans—were not U. S. citizens. Therefore, Taney wrote, no state or territory could ban slaves since legally they were property and not people. The decision erased all previous compromises and was greeted in the North with an enormous amount of outrage and anger. This was a major event in the coming of the Civil War.

**South Carolina Declaration of Secession (Dec. 20, 1860)**

The election of Abraham Lincoln to the presidency prompted several southern states to consider leaving the Union and forming a separate country. South Carolina was the first state actually to do so, basing its decision on the second paragraph of the 1776 Declaration of Independence (that begins “We hold these truths to be self-evident....”), part of which states that whenever any “form of government becomes destructive of the ends for which it was established, it is the right of the people to alter or abolish it, and to institute a new government.”

**Emancipation Proclamation (Jan. 1, 1863)**

Although President Lincoln maintained that the war fought by the United States to preserve the Union and not to eradicate slavery (see Lincoln's letter to editor Horace Greeley, August 22, 1862), a number of factors caused Lincoln to change his mind, two of which were growing public opinion in the North in favor of emancipation and to keep Britain and France from siding with the Confederacy. Lincoln issued it as an executive order, which he claimed he had the power to do as commander-in-chief. Technically the Proclamation did not apply to southern states that never seceded (Delaware, Maryland, Kentucky, and Missouri) or to areas already in Union hands.

**Gettysburg Address (Nov. 19, 1863)**

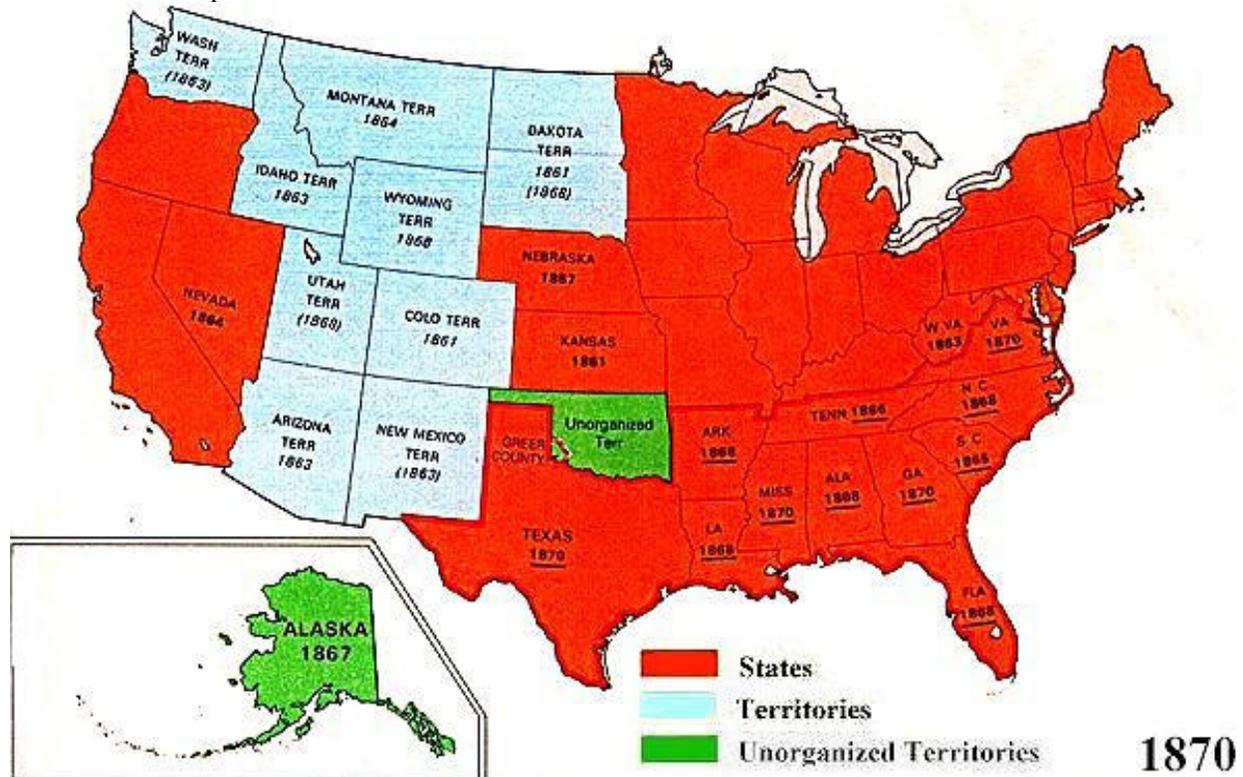
President Lincoln was asked to say a few brief words to formally dedicate the cemetery at Gettysburg, PA where one of the most momentous battles of the Civil War took place (the principal speaker was famed orator Edward Everett of Massachusetts). In only 272 words, Lincoln reinterpreted the founding of the United States and the meaning of the war itself. It is probably the most famous and highly regarded speech in American history. See Garry Wills, *Lincoln at Gettysburg: The Words that Remade America* (1992).

**Abraham Lincoln's Second Inaugural Address (March 4, 1865)**

As the Civil War was coming to an end (Lee surrendered to Grant less than a week before Lincoln's death), in his second inaugural address Lincoln held out to the conquered South the hand of friendship and reconciliation—a remarkably generous and articulate speech.

**Other Primary Sources**  
**Map**

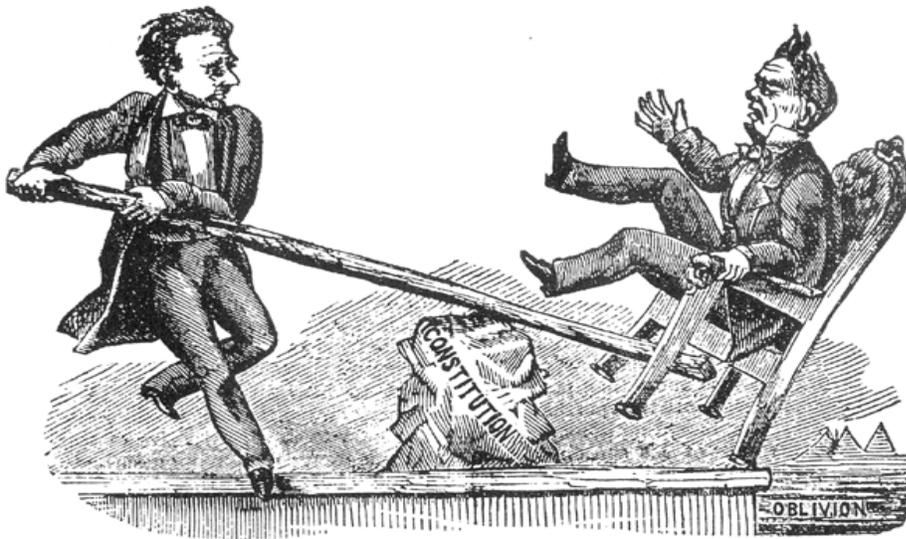
1870 Map of the United States: U.S. Territories and readmitted Confederate states



Reconstruction of the South (1867), Source: <http://xroads.virginia.edu>, University of Virginia



**Cartoons**



**Title:** The Power of the Rail  
**Creator:** The Rail-Splitter, Chicago, September 3, 1860  
**Description:**  
 Old Buck sat in his chair of state,  
 His face was pale and wan;  
 The darkets passions of rage and hate  
 In his sunken eyeballs shone.

Oh! Very uneasy, the Old Man said,  
Is the head that wears a crown--  
The man who serves the slave-power now,  
Must certainly go down

The Covode dogs are on my track,  
I hear their loud-mouthed wail;  
The treacherous chair begins to crack.  
Upheaved by Lincoln's rail.

A smile played on old Abram's lips,  
He sprang that rail upon  
And backward went poor old J.B.,  
Down to Oblivion.

In the cartoon above, taken from *The Rail Splitter*, a Republican campaign newspaper published in Chicago, Abraham Lincoln uses his rail and the Constitution as leverage to hoist James Buchanan out of the presidential "chair of state" and into political oblivion. In the accompanying poem, "Covode dogs" (third stanza) alludes to a congressional inquiry that found substantial evidence of influence peddling and other wrongdoing in the Buchanan administration.



**Passage Through Baltimore**  
Adalbert J. Volck, Baltimore, 1863.

Abraham Lincoln disguised with a cap and shawl trying to slip through Baltimore to avoid a rumored assassination attempt.



**Lincoln Writing the Emancipation Proclamation**  
 Adalbert J. Volck, Baltimore, 1864.

In this lithograph, Lincoln's foot rests on a bound copy of the Constitution and the devil's inkpot furnishes ink for his writing. On the wall hangs a portrait of John Brown, labeled "St. Ossawatimie," and a depiction of rioting and bloodshed in "St. Domingo" following the abolition of slavery there. Source: Lilly Library, University of Illinois, Bloomington



**"The Schoolmaster Abroad" At Last**

Published by T. W. Strong, New York, March 1861; no. 4 in Strong's Dime Caricatures series.

Text from left to right:

**Lincoln:** Come, Boys! they are all waiting for you---- You have staid THERE long enough! I will forgive you this time if you will try to do better in the future. Only think what a bad example you show the other boys!

**South-Carolina:** You let me alone! I will play in the mud if I like.

**1st State:** Well, we've been playing hooky enough; I guess I'll go back!

**2nd State:** Boys, he is after us! I'll reconsider!

**3rd State:** If that's UNCLE "Abe", I'll put my trowsers right straight on again.

### Statistics (chart/graph)

Population of the United States (1860)

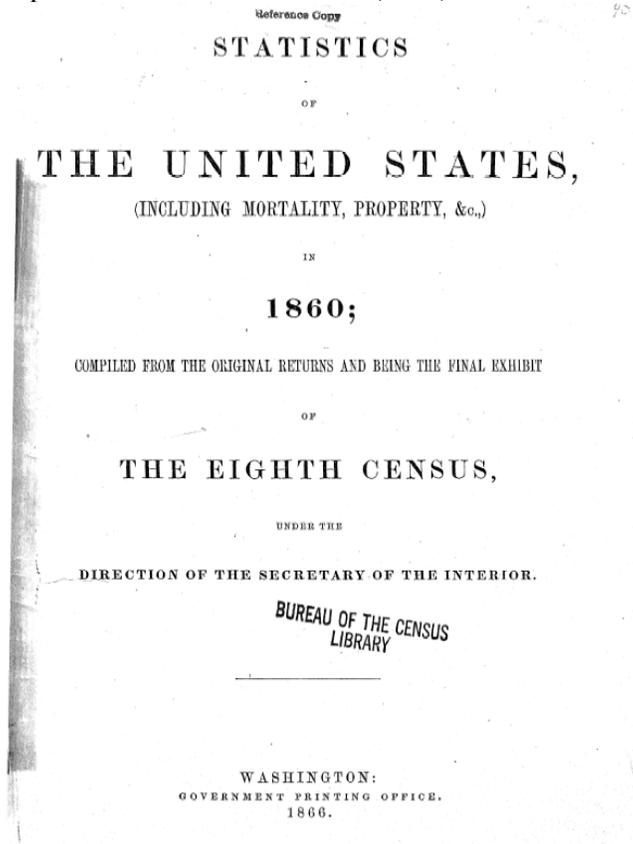


TABLE exhibiting the relative rank, in population, of the States and Territories, by each census of the United States, from 1790 to 1860.

1790.			1800.			1810.			1820.			1830.			1840.			1850.			1860.		
Rank.	States and Territories.	Relative rank in population.	Rank.	States and Territories.	Relative rank in population.	Rank.	States and Territories.	Relative rank in population.	Rank.	States and Territories.	Relative rank in population.	Rank.	States and Territories.	Relative rank in population.	Rank.	States and Territories.	Relative rank in population.	Rank.	States and Territories.	Relative rank in population.	Rank.	States and Territories.	Relative rank in population.
1	Virginia	748,308	1	Virginia	889,330	1	Virginia	974,622	1	New York	1,372,812	1	New York	1,918,056	1	New York	2,428,921	1	New York	3,097,394	1	New York	3,880,735
2	Penn.	434,373	2	Penn.	602,361	2	New York	856,013	2	Virginia	1,065,379	2	Penn.	1,348,233	2	Penn.	1,724,033	2	Penn.	2,311,786	2	Penn.	2,906,215
3	N. Carolina	303,751	3	New York	586,756	3	Penn.	810,591	3	Penn.	1,049,458	3	Virginia	1,211,405	3	Ohio	1,519,467	3	Ohio	1,989,329	3	Ohio	2,339,511
4	Mass.	378,717	4	N. Carolina	478,100	4	N. Carolina	555,500	4	N. Carolina	658,029	4	Ohio	937,903	4	Virginia	1,238,797	4	Virginia	1,421,661	4	Illinois	1,711,951
5	New York	340,199	5	Mass.	429,245	5	Mass.	473,040	5	Ohio	581,431	5	N. Carolina	737,557	5	Tennessee	829,210	5	Tennessee	1,002,717	5	Virginia	1,596,318
6	Maryland	319,728	6	S. Carolina	345,391	6	S. Carolina	415,115	6	Kentucky	564,317	6	Kentucky	687,917	6	Kentucky	779,528	6	Mass.	994,314	6	Mass.	1,359,436
7	S. Carolina	242,073	7	Maryland	341,548	7	Kentucky	406,511	7	Mass.	523,297	7	Tennessee	681,909	7	N. Carolina	753,419	7	Indiana	988,416	7	Miss.	1,231,066
8	Connecticut	238,141	8	Connecticut	251,062	8	Maryland	389,546	8	S. Carolina	505,741	8	Mass.	610,406	8	Mass.	737,689	8	Kentucky	982,405	8	Missouri	1,182,012
9	New Jersey	184,139	9	Kentucky	229,549	9	Connecticut	263,042	9	Tennessee	423,813	9	S. Carolina	591,185	9	Georgia	691,392	9	Georgia	906,185	9	Kentucky	1,155,684
10	N. H.	141,890	10	New Jersey	211,549	10	Tennessee	261,727	10	Maryland	407,330	10	Georgia	516,823	10	Indiana	685,860	10	N. Carolina	869,039	10	Tennessee	1,169,501
11	Maine	96,540	11	N. H.	183,762	11	Georgia	253,439	11	Georgia	319,957	11	Maryland	447,910	11	S. Carolina	594,368	11	Illinois	851,470	11	Georgia	1,037,286
12	Vermont	85,416	12	Georgia	162,101	12	New Jersey	245,335	12	Maine	296,335	12	Maine	399,455	12	Alabama	599,756	12	Alabama	771,653	12	N. Carolina	992,622
13	Georgia	82,568	13	Vermont	154,469	13	Ohio	230,760	13	New Jersey	277,575	13	Indiana	343,031	13	Missouri	501,793	13	Missouri	682,044	13	Alabama	964,391
14	Kentucky	73,077	14	Maine	151,719	14	Maine	228,705	14	Connecticut	275,202	14	New Jersey	320,823	14	Illinois	478,183	14	S. Carolina	608,507	14	Mississippi	791,305
15	R. Island	69,110	15	Tennessee	105,692	15	Vermont	217,713	15	N. H.	244,161	15	Alabama	393,827	15	Maryland	470,019	15	Mississippi	604,526	15	Wisconsin	749,113
16	Delaware	59,096	16	R. Island	64,122	16	N. H.	214,369	16	Vermont	252,794	16	Connecticut	297,875	16	Missouri	383,702	16	Maine	583,169	16	Michigan	749,113
17	Tennessee	35,731	17	Delaware	61,273	17	R. Island	77,031	17	Louisiana	153,407	17	Vermont	280,632	17	Mississippi	375,651	17	Maryland	553,034	17	Louisiana	708,002
			18	Ohio	45,365	18	Louisiana	76,556	18	Indiana	147,178	18	N. H.	269,325	18	New Jersey	373,306	18	Louisiana	517,762	18	S. Carolina	703,708
			19	D. of Col.	14,093	19	Delaware	72,674	19	Alabama	127,901	19	Louisiana	215,729	19	Louisiana	353,411	19	New Jersey	489,535	19	Maryland	687,049
			20	Mississippi	8,850	20	Mississippi	40,352	20	R. Island	83,059	20	Illinois	140,456	20	Connecticut	309,978	20	Michigan	397,654	20	Iowa	674,913
			21	Indiana	4,973	21	Indiana	4,973	21	Mississippi	75,448	21	Missouri	120,456	21	Missouri	291,948	21	Connecticut	370,792	21	New Jersey	672,035
			22	D. of Col.	24,023	22	D. of Col.	24,023	22	Delaware	72,749	22	Mississippi	136,621	22	N. H.	284,574	22	N. H.	317,970	22	Maine	628,279
			23	Missouri	20,845	23	Missouri	20,845	23	Missouri	66,266	23	R. Island	97,199	23	Michigan	212,267	23	Vermont	314,150	23	Texas	694,215
			24	Illinois	12,282	24	Illinois	12,282	24	Illinois	35,210	24	Delaware	76,748	24	Delaware	108,230	24	Wisconsin	305,391	24	Connecticut	469,147
			25	Michigan	4,762	25	D. of Col.	33,029	25	D. of Col.	33,029	25	D. of Col.	39,834	25	Arkansas	97,574	25	Texas	215,592	25	Arkansas	433,450
			26	Arkansas	14,273	26	Arkansas	14,273	26	Arkansas	14,273	26	Florida	34,799	26	Delaware	78,065	26	Arkansas	209,697	26	California	379,994
			27	Michigan	8,896	27	Michigan	8,896	27	Michigan	8,896	27	Michigan	31,639	27	Florida	54,477	27	N. H.	192,214	27	N. H.	326,073
			28	Arkansas	30,268	28	Arkansas	30,268	28	Arkansas	30,268	28	Arkansas	30,268	28	Arkansas	30,268	28	Arkansas	30,268	28	Arkansas	30,268
			29	Iowa	43,112	29	Iowa	43,112	29	Iowa	43,112	29	Iowa	43,112	29	Iowa	43,112	29	Iowa	43,112	29	Iowa	43,112
			30	Wisconsin	30,945	30	Wisconsin	30,945	30	Wisconsin	30,945	30	Wisconsin	30,945	30	Wisconsin	30,945	30	Wisconsin	30,945	30	Wisconsin	30,945
			31	Florida	87,445	31	Florida	87,445	31	Florida	87,445	31	Florida	87,445	31	Florida	87,445	31	Florida	87,445	31	Florida	87,445
			32	New Mexico	61,547	32	New Mexico	61,547	32	New Mexico	61,547	32	New Mexico	61,547	32	New Mexico	61,547	32	New Mexico	61,547	32	New Mexico	61,547
			33	D. of Col.	51,687	33	D. of Col.	51,687	33	D. of Col.	51,687	33	D. of Col.	51,687	33	D. of Col.	51,687	33	D. of Col.	51,687	33	D. of Col.	51,687
			34	Oregon	13,294	34	Oregon	13,294	34	Oregon	13,294	34	Oregon	13,294	34	Oregon	13,294	34	Oregon	13,294	34	Oregon	13,294
			35	Utah	11,380	35	Utah	11,380	35	Utah	11,380	35	Utah	11,380	35	Utah	11,380	35	Utah	11,380	35	Utah	11,380
			36	Minnesota	6,077	36	Minnesota	6,077	36	Minnesota	6,077	36	Minnesota	6,077	36	Minnesota	6,077	36	Minnesota	6,077	36	Minnesota	6,077
			37	Utah	40,273	37	Utah	40,273	37	Utah	40,273	37	Utah	40,273	37	Utah	40,273	37	Utah	40,273	37	Utah	40,273
			38	Colorado	34,277	38	Colorado	34,277	38	Colorado	34,277	38	Colorado	34,277	38	Colorado	34,277	38	Colorado	34,277	38	Colorado	34,277
			39	Nebraska	28,941	39	Nebraska	28,941	39	Nebraska	28,941	39	Nebraska	28,941	39	Nebraska	28,941	39	Nebraska	28,941	39	Nebraska	28,941
			40	Washington	11,594	40	Washington	11,594	40	Washington	11,594	40	Washington	11,594	40	Washington	11,594	40	Washington	11,594	40	Washington	11,594
			41	Nevada	6,857	41	Nevada	6,857	41	Nevada	6,857	41	Nevada	6,857	41	Nevada	6,857	41	Nevada	6,857	41	Nevada	6,857
			42	Dakota	4,837	42	Dakota	4,837	42	Dakota	4,837	42	Dakota	4,837	42	Dakota	4,837	42	Dakota	4,837	42	Dakota	4,837
			Total	3,925,827	Total	5,305,937	Total	7,229,814	Total	9,628,191	Total	12,856,026	Total	17,069,459	Total	22,191,676	Total	28,191,676	Total	34,443,221			

XX  
POPULATION, 1790—1860.

**New England**

State	Free Population	Slave Population
Connecticut	460,147	---
Maine	628,279	---
Massachusetts	1,231,066	---
New Hampshire	326,073	---
Rhode Island	174,620	---
Vermont	315,098	---

**Middle States**

State	Free Population	Slave Population
New Jersey	672,017	---
New York	3,880,735	---
Pennsylvania	2,906,215	---

Note: In New Jersey there remained, in addition to the 672,017 free, 18 colored apprentices for life by the act to abolish slavery, passed April 18, 1846.

## Mid-West

State	Free Population	Slave Population
Dakota	4,837	---
Illinois	1,711,951	---
Indiana	1,350,428	---
Iowa	674,913	---
Kansas	107,204	2
Michigan	749,113	---
Minnesota	172,023	---
Nebraska	28,826	15
Ohio	2,339,511	---
Wisconsin	775,881	---

## West

States	Free Population	Slave Population
California	379,994	---
Colorado	34,277	---
New Mexico	95,516	---
Nevada	6,857	---
Oregon	52,465	---
Utah	40,244	29
Washington	11,594	---

## Border States

State	Free Population	Slave Population
Delaware	110,418	1,798
Dist. Columbia	71,895	3,185
Kentucky	930,201	225,483
Maryland	599,860	87,189
Missouri	1,067,081	114,931

## Upper South

State	Free Population	Slave Population
Arkansas	324,335	111,115
North Carolina	661,563	331,099
Tennessee	834,082	275,719
Virginia	1,105,453	490,865

### Lower South

State	Free Population	Slave Population
Alabama	519,121	435,080
Florida	78,679	61,745
Georgia	505,088	462,198
Louisiana	376,276	331,726
Mississippi	354,674	436,631
South Carolina	301,302	402,406
Texas	421,649	182,566

### Total 1860 Population

Total Free Population	27,489,561
Total Slave Population	3,953,760
Grand Total	31,443,321

Source: U.S. Bureau of the Census, Eighth Census 1860 (Washington: Government Printing Office, 1866)

### Population of the South (1790-1860)

Year	White	Free Nonwhite	Slave
1790	1,240,454	32,523	654,121
1800	1,691,892	61,575	851,532
1810	2,118,144	97,284	1,103,700
1820	2,867,454	130,487	1,509,904
1830	3,614,600	175,074	1,983,860
1840	4,601,873	207,214	2,481,390
1850	6,184,477	235,821	3,200,364
1860	8,036,700	253,082	3,950,511

Source: Historical Statistics of the U.S. (1970).

### Slaves as a Percent of the Total Population

State	1750	1790	1810	1860
Alabama				45.12
Arkansas				25.52
Delaware	5.21	15.04	5.75	1.60
Florida				43.97
Georgia	19.23	35.45	41.68	43.72
Kentucky		16.87	19.82	19.51
Louisiana				46.85
Maryland	30.80	32.23	29.30	12.69
Mississippi				55.18
Missouri				9.72
North Carolina	27.13	25.51	30.39	33.35
South Carolina	60.94	43.00	47.30	57.18
Tennessee			17.02	24.84
Texas				30.22
Virginia	43.91	39.14	40.27	30.75
Overall	37.97	33.95	33.25	32.27

Sources: Historical Statistics of the United States (1970), Franklin (1988).

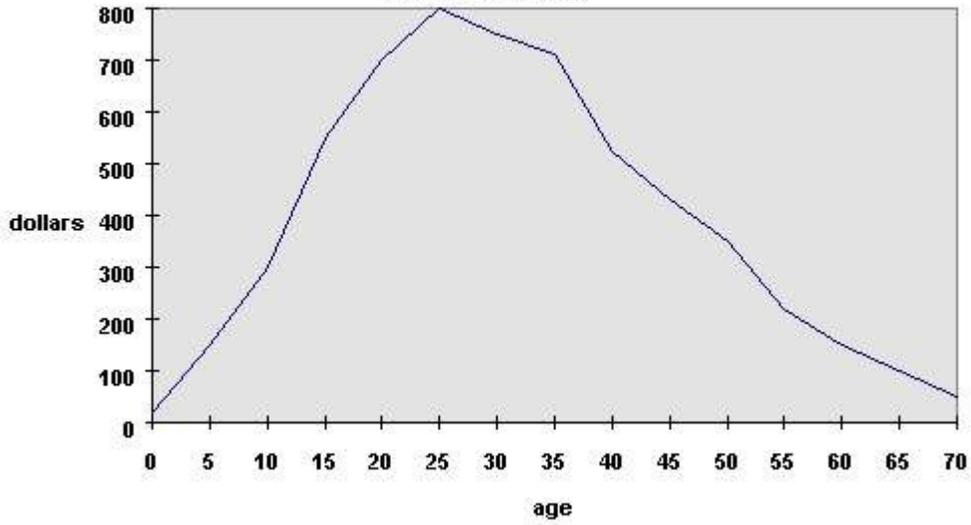
Slave document listing William B. Lenoir's slaves (by name) and their "values" for the period between 1839 and 1843. Source: Lenoir Family Papers, University of Tennessee Special Collections Library.

*List of William B. Lenoir's negroes between the ages of 12 & 50 years with their Valuations.*

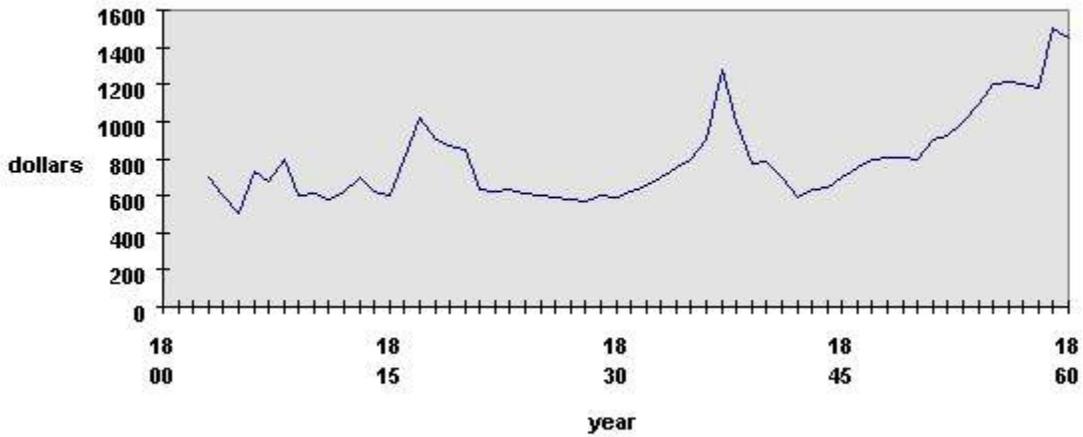
Names	Value			Names	Value		
	1839	1840	1843		1839	1842	1843
Wilson	500	—	—	Nance	450	350	300
Balam	550	500	450	Polly	250	250	250
John	550	550	500	Hannah	450	400	400
Wiley	600	600	600	Binda	500	500	500
Lige	550	550	550	Mary	450	450	400
Jimm	800	600	600	Moria	500	500	500
Horace	550	500	500	Harris	400	400	400
George	500	600	—	Jane	500	...	—
Jackson	500	50	250	Elvira	450	500	500
Stephen	500	400	—	Rachael	300	300	300
Tom	200	300	400	Winn	100	100	50
Ned	600	600	550	Milly	450	500	500
Annal	1000	800	800	Aley	200	...	—
Jimm	600	600	600	Sally	450	500	450
Nelson	800	700	700	Selma	...	400	400
<u>15</u>	<u>8500</u>			Phebe			300
Washington		450	450	Harriet	500		500
Refus		450	450		5550		5250
Riley		450	450		5350	14	at 5000
Daniel		400	400			19	9500
Lewis		450	450			33	14500
		<u>10500</u>	8700				
19 at 500 =		9500					

*Phoebe on*  
*George & Harriet off*  
*Stephen off*

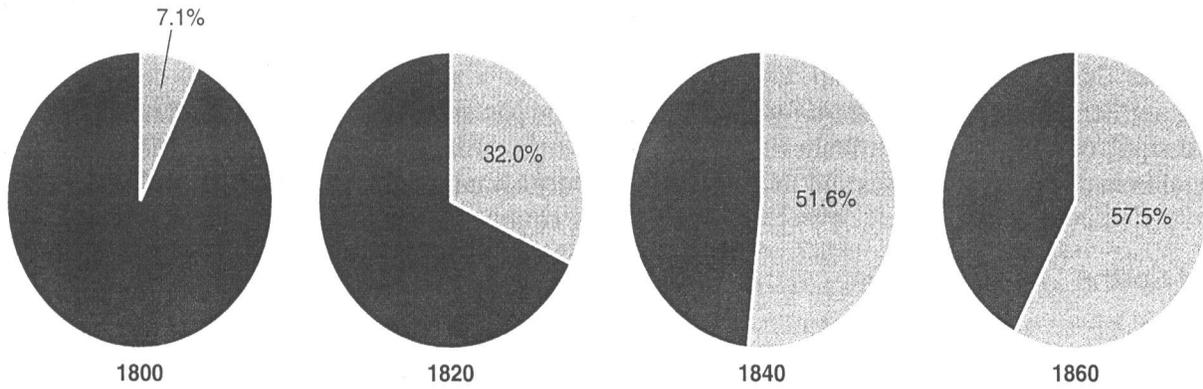
Price of Male Slave over the Life-Cycle  
Old South, 1850



Price of Prime Male Slave, New Orleans, 1800-1860



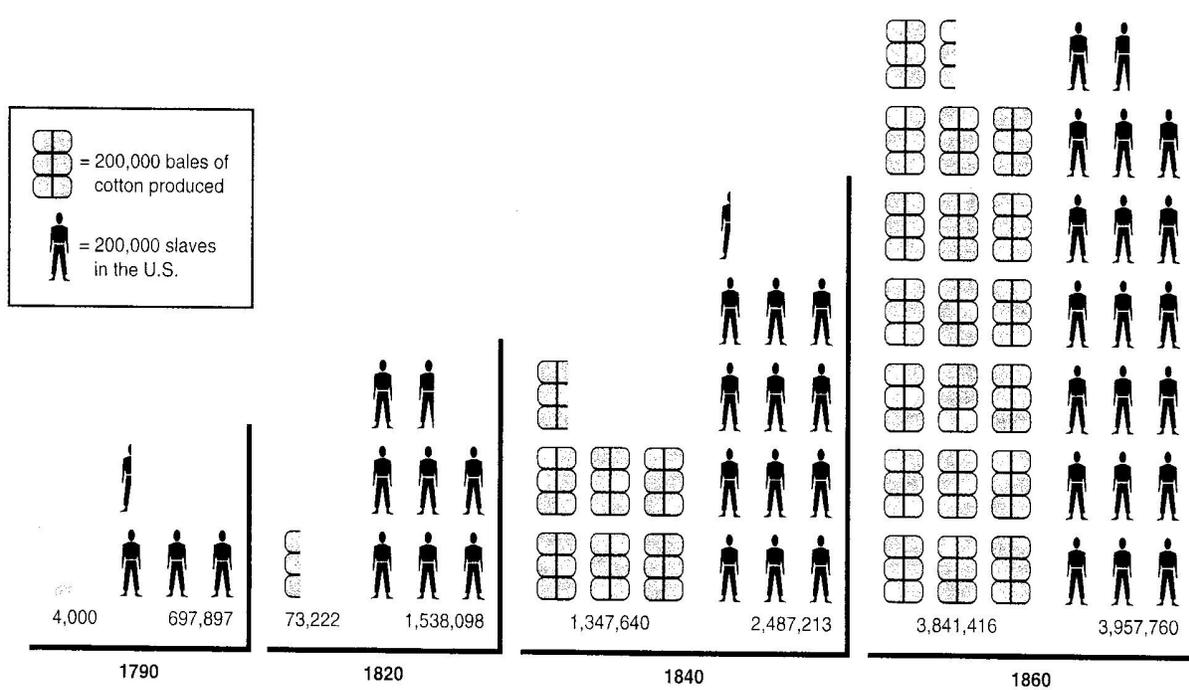
Citation: Jenny Wahl, "Slavery in the United States". EH.Net Encyclopedia,  
<http://eh.net/encyclopedia/article/wahl.slavery.us>



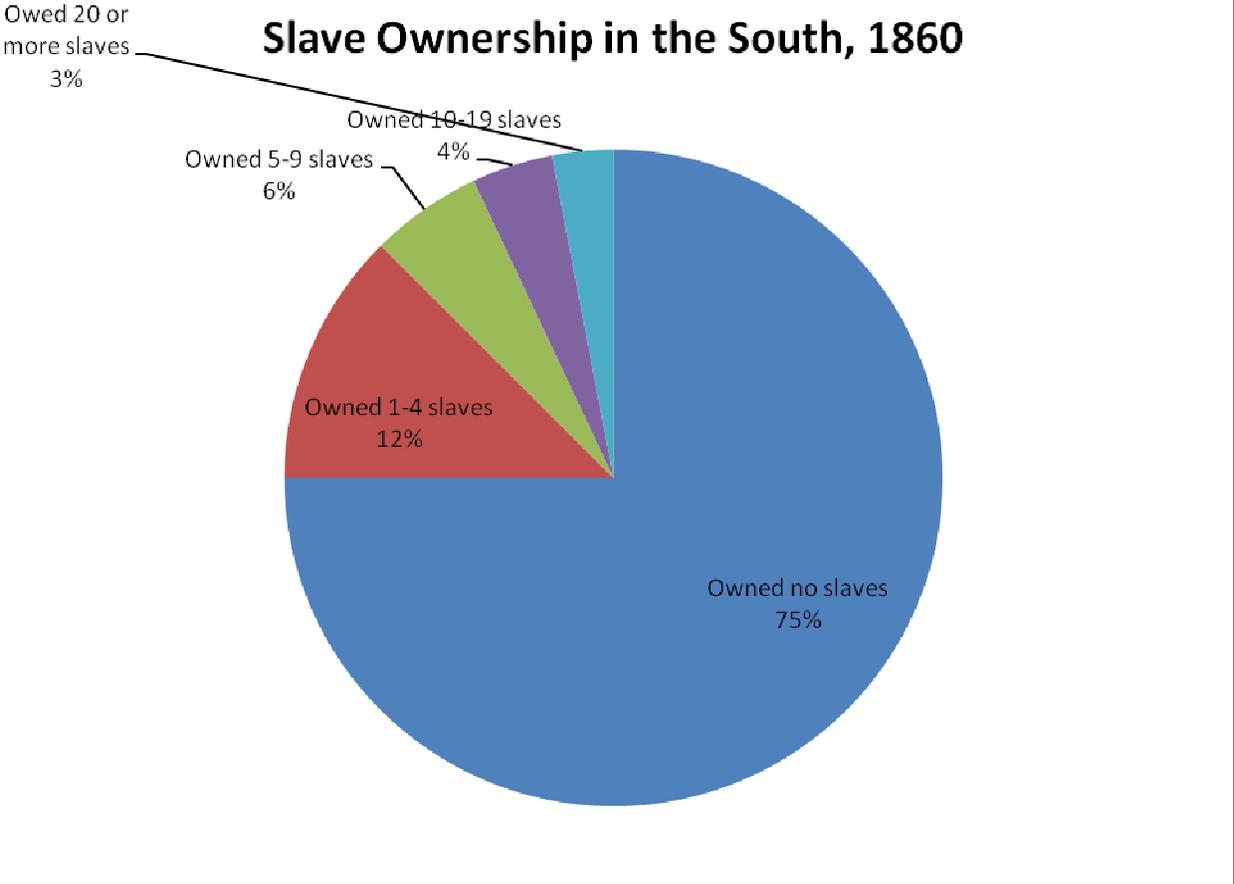
**Figure 12.1 Value of Cotton Exports as a Percentage of All U.S. Exports, 1800–1860**  
 By 1840 cotton accounted for more than half of all U.S. exports.

**Growth of Cotton Production and the Slave Population, 1790–1860**

Cotton and slavery rose together in the Old South.



# Slave Ownership in the South, 1860



## Civil War Deaths Compared to U. S. Deaths in Other Wars

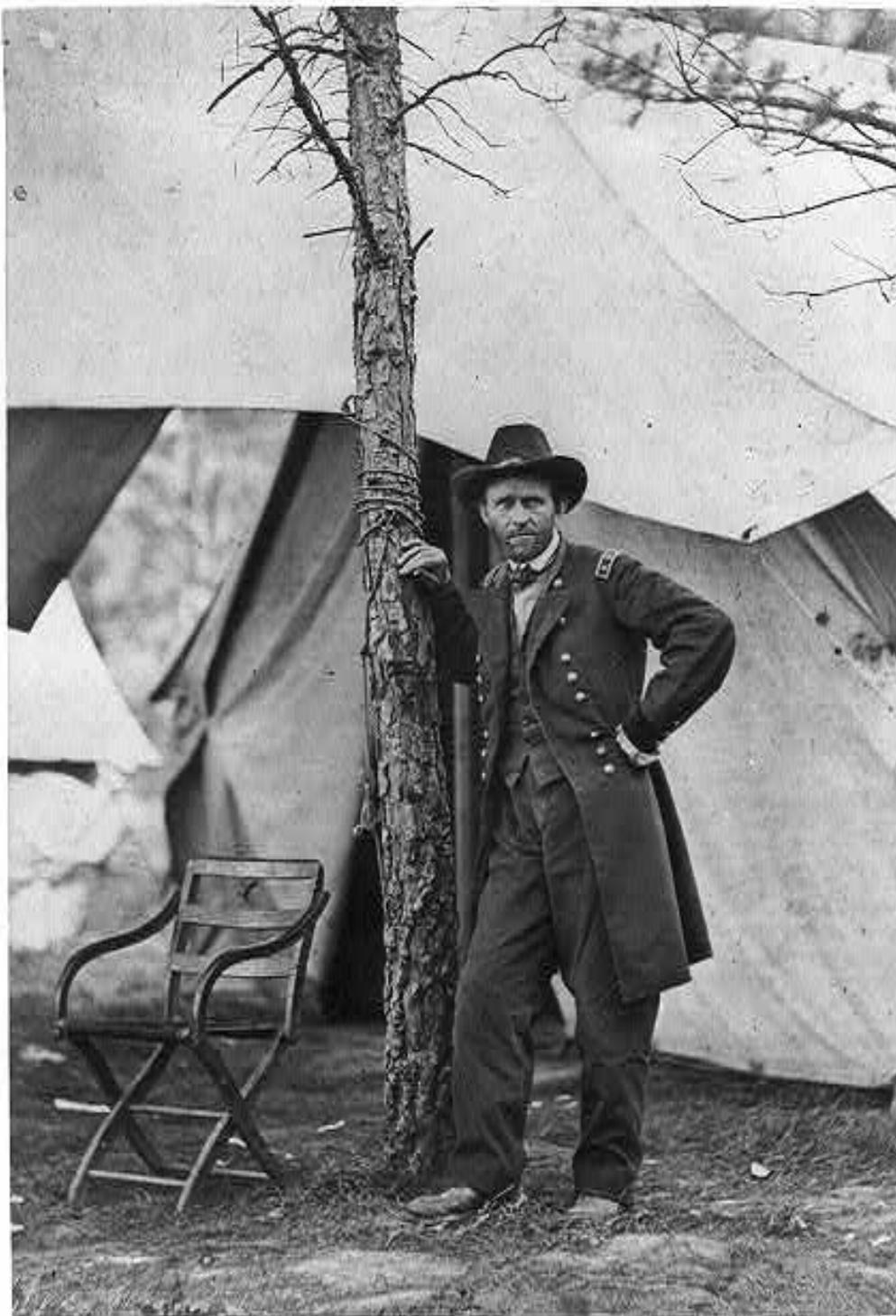


## Major Reconstruction Legislation

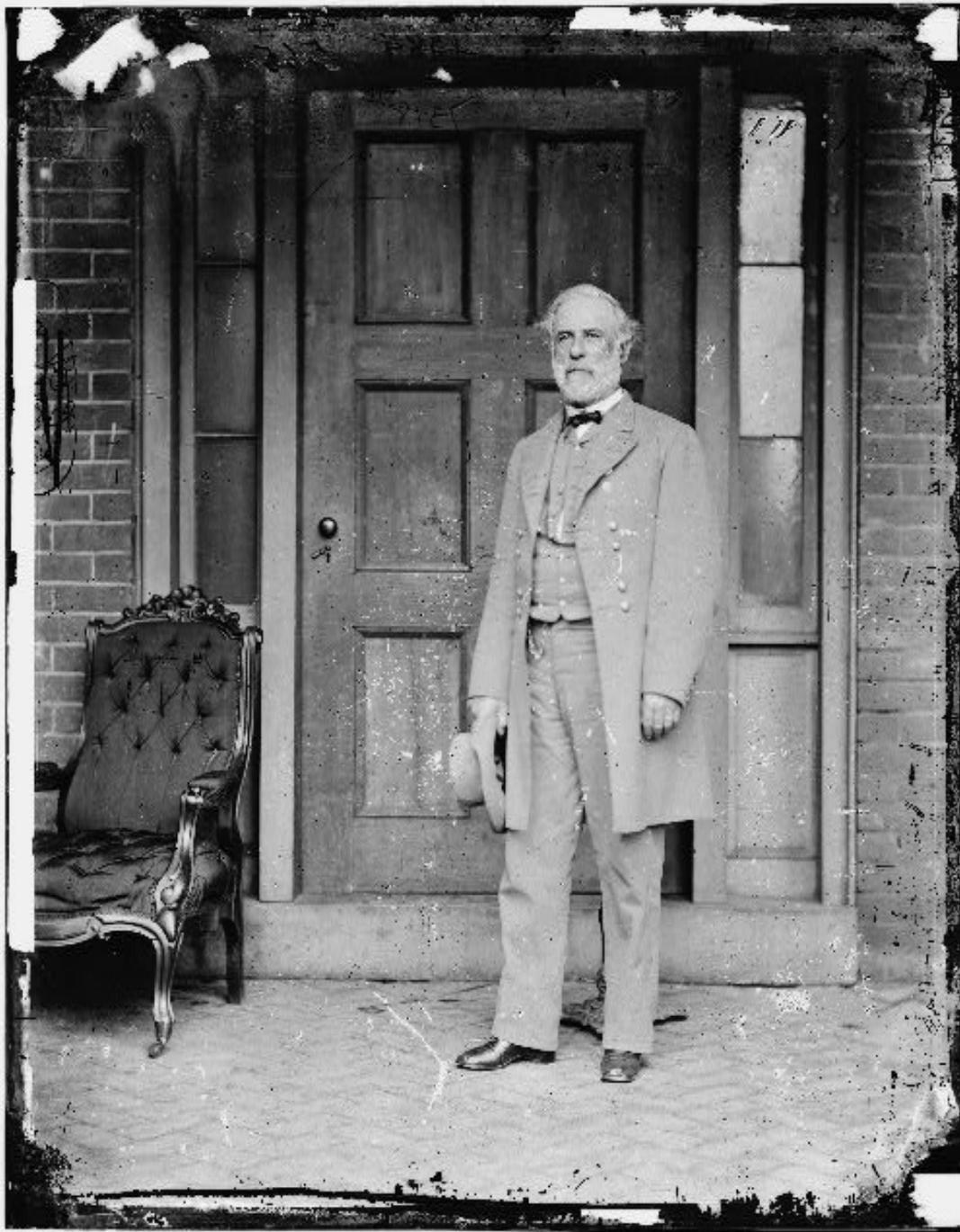
Congressional Act & Date Passed	Provisions	Purpose
Civil Rights Act of 1866 (April 1866)*	Declared blacks citizens and guaranteed them equal protection of the law.	To invalidate the black codes.
Supplementary Freedmen's Bureau Act (July 1866)*	Extended the life of the Freedman's Aid Bureau and expanded its powers.	To invalidate the black codes.
Reconstruction Act of 1867 (March 1867)*	Invalidated state governments formed under Lincoln and Johnson. Divided the former Confederacy into five military districts. Set forth requirements for readmission of ex-Confederate states to the Union	To replace presidential Reconstruction with a more stringent plan.
<b>Supplementary Reconstruction Acts</b>		<b>To enforce the First Reconstruction Act.</b>
Second Reconstruction Act (March 1867)*	Required military commanders to initiate voter enrollment.	
Third Reconstruction Act (July 1867)*	Expanded military commanders' powers.	
Fourth Reconstruction Act (March 1868)*	Provided that a majority of voters, however few, could put a new state constitution into force.	
Army Appropriations Act (March 1867)*	Declared in a rider that only the general of the army could issue military orders.	To prevent President Johnson from obstructing Reconstruction.
Omnibus Act (June 1868) <i>[Georgia soon returned to military rule. The last four states were readmitted in 1870]</i>	Readmitted seven ex-Confederate states to the Union.	To prevent President Johnson from obstructing Reconstruction.
Enforcement Act of 1870 (May 1870) <i>[Sections of the law declared unconstitutional in 1876]</i>	Provided the protection of black voters.	To enforce the Fifteenth Amendment.
Second Enforcement Act (February 1871)	Provided for federal supervision of southern elections.	To enforce the Fifteenth Amendment.
Third Enforcement Act (Ku Klux Klan Act) (April 1871)	Strengthened sanctions against those who impeded black suffrage.	To combat the Ku Klux Klan and enforce the Fourteenth Amendment.
Amnesty Act (May 1872)	Restored the franchise to almost all ex-Confederates.	Effort by Grant Republicans of a campaign issue.
Civil Rights Act of 1875 (March 1875) <i>[Invalidated by the Supreme Court in 1883]</i>	Outlawed racial segregation in transportation and public accommodations and prevented exclusion of blacks from jury service	To honor the late Senator Charles Sumner.

\*Passed over Johnson's veto.

**Photographs**



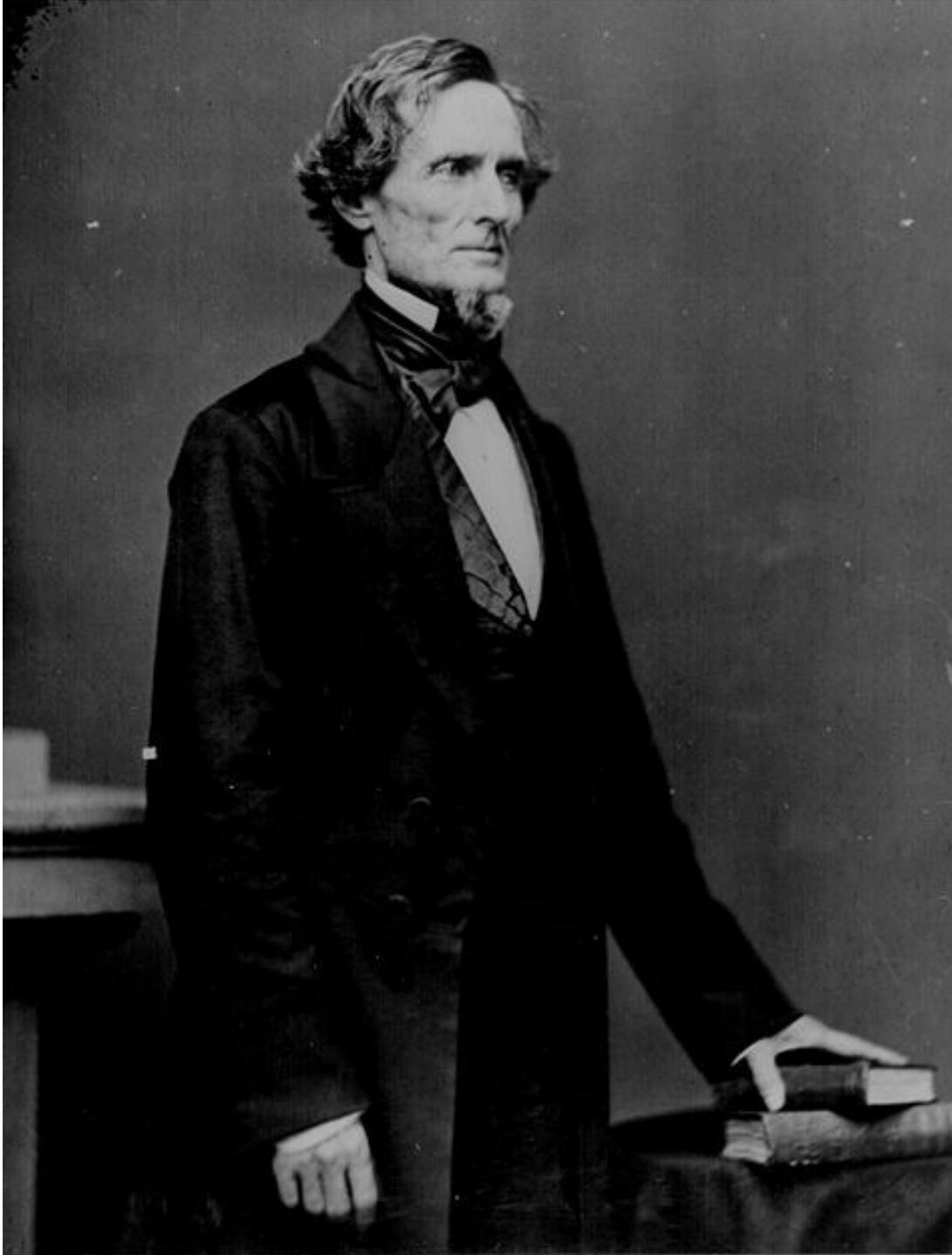
Union General Ulysses S. Grant at his headquarters in Cold Harbor, Virginia, June 1864



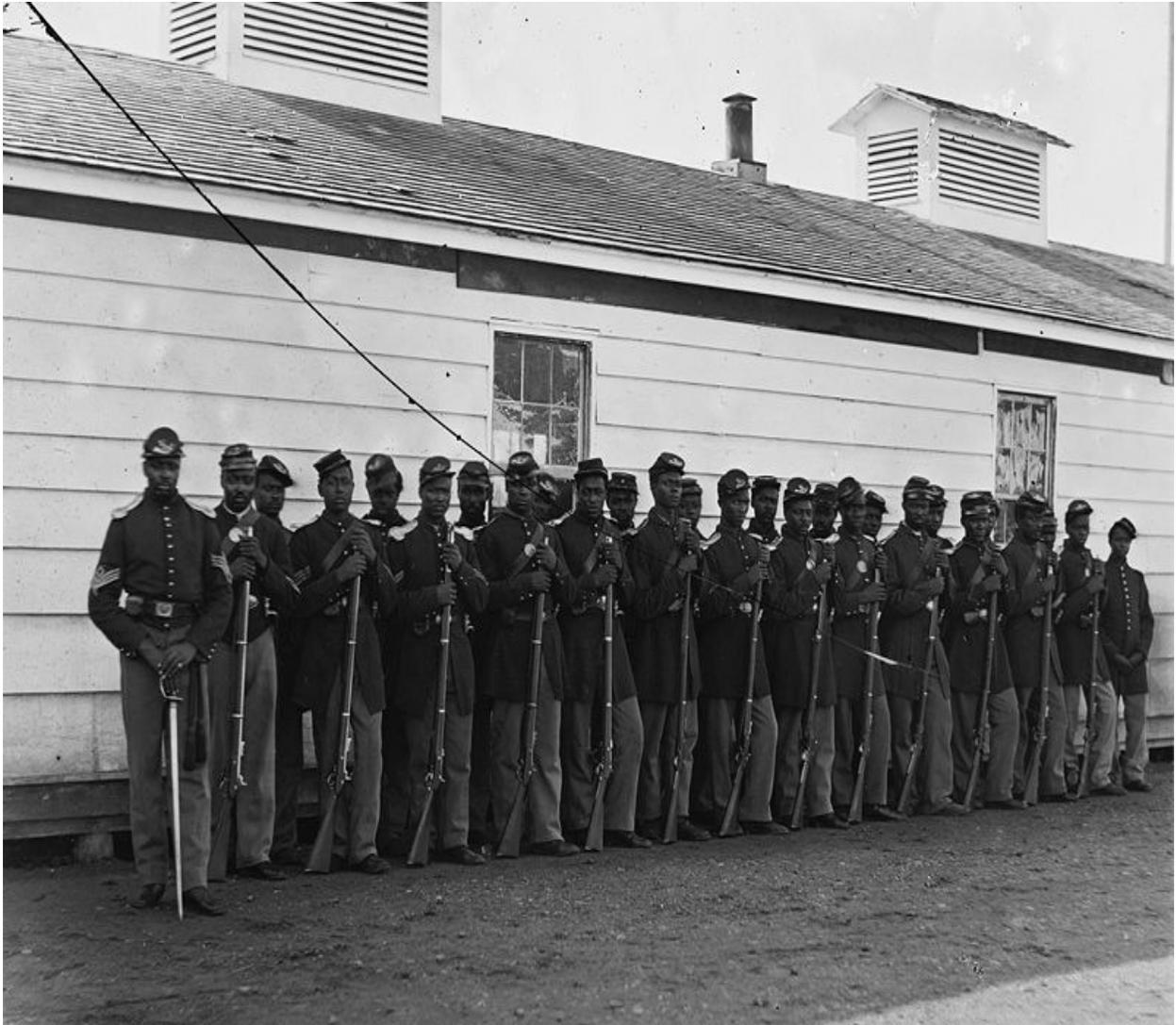
Confederate General Robert E. Lee, circa. 1860-1865  
Library of Congress Prints and Photographs Division Washington, D.C.: LC-BH831- 565[P&P]



Abraham Lincoln, President of the United States, November 8, 1863  
Library of Congress Prints and Photographs Division Washington, D.C.: LC-USZ62-11639



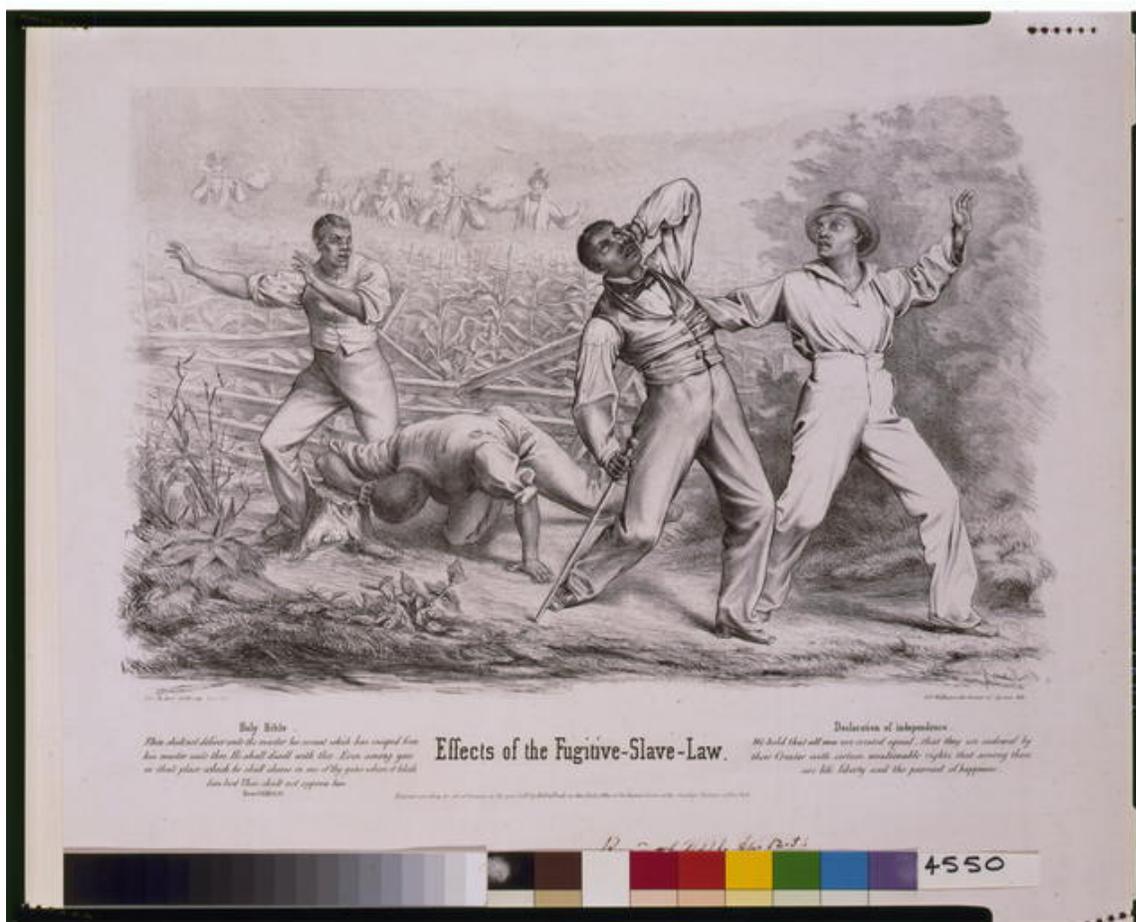
Jefferson Davis, President of the Confederacy  
National Archives and Records Administration, RG 528293



District of Columbia. Company E, 4th U.S. Colored Infantry, at Fort Lincoln, circa 1863-1866  
Library of Congress Prints and Photographs Division Washington, D.C.: LC-B8171-7890



General William T. Sherman on horseback at Federal Fort No. 7, circa September-November 1864  
(George N. Barnard-photographer)  
Library of Congress Prints and Photographs Division Washington, D.C.: LC-B8171-3623



“Effects of the Fugitive-Slave-Law,” New York: Hoff & Bloede, 1850.

Library of Congress: LC-USZC4-4550

**SUMMARY:** An impassioned condemnation of the Fugitive Slave Act passed by Congress in September 1850, which increased federal and free-state responsibility for the recovery of fugitive slaves. The law provided for the appointment of federal commissioners empowered to issue warrants for the arrest of alleged fugitive slaves and to enlist the aid of posses and even civilian bystanders in their apprehension. The print shows a group of four black men--possibly freedmen--ambushed by a posse of six armed whites in a cornfield. One of the white men fires on them, while two of his companions reload their muskets. Two of the blacks have evidently been hit; one has fallen to the ground while the second staggers, clutching the back of his bleeding head. The two others react with horror. Below the picture are two texts, one from Deuteronomy: "Thou shalt not deliver unto the master his servant which has escaped from his master unto thee. He shall dwell with thee. Even among you in that place which he shall choose in one of thy gates where it liketh him best. Thou shalt not oppress him." The second text is from the Declaration of Independence: "We hold 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." The print is unusually well drawn and composed for a political print of the period. The handling of both the lithographic technique and the figures betray particular skill.

# HARPER'S WEEKLY.

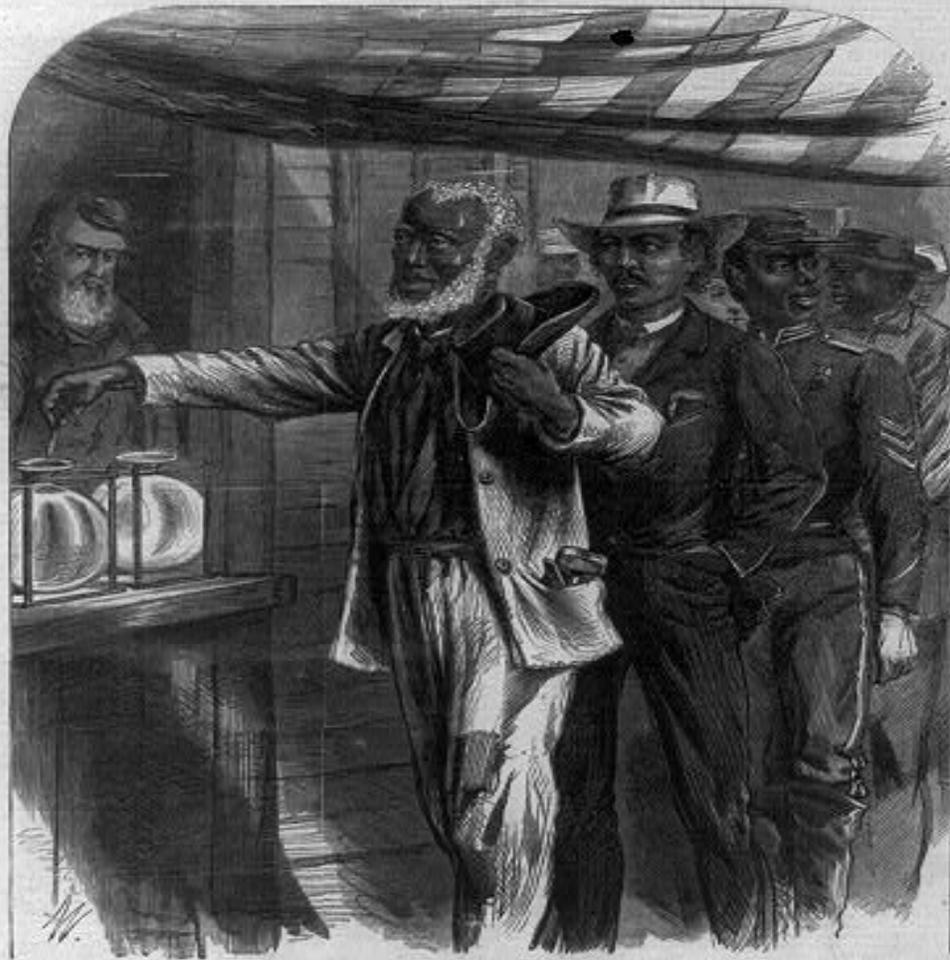
A  
JOURNAL OF CIVILIZATION

VOL. XI.—No. 568.]

NEW YORK, SATURDAY, NOVEMBER 16, 1867.

PRICE ONE CENT PER COPY.  
\$4.75 PER YEAR IN ADVANCE.

Entered according to Act of Congress, in the Year 1857, by Harper & Brothers, in the Clerk's Office of the District Court for the Southern District of New York.



“THE FIRST VOTE.”—Drawn by A. R. Waud.—(See next Page.)

“The First Vote”, by A.R. Waud. *Harpers Weekly*, November 16, 1867  
LC-USZ62-97946

## Music Lyrics

### “The Drinking Gourd”

*Perhaps no song is more closely associated with the Underground Railroad than this one. To follow the North Star was the message embedded in this spiritual; instructions are included in the song to follow the points of the drinking gourd (the Big Dipper) to the brightest star, which is the North Star.*

#### The Story Behind the Song

*A one-legged sailor, known as Peg Leg Joe, worked at various jobs on plantations as he made his way around the South. At each job, he would become friendly with the slaves and teach them the words to the song, *Follow the Drinking Gourd*. Each spring following Peg Leg Joe’s visit to these plantations, many young men would be missing from those plantations.*

*Peg Leg Joe’s plantation visits focused on the area north of Mobile, Alabama, around 1859. The escape route traveled north to the headwaters of the Tombigbee River, through the divide, and then down the Tennessee River to the Ohio River. To guide the slaves along the way, the trail was marked with the outline of a human left foot and a round circle in place of the right foot. The trip from the South to Ohio took most refugees a full year, so they were encouraged to leave in the winter to make it to the Ohio River the following winter. As the Ohio is too fast and too wide to swim across, it was best crossed in winter when it was frozen.*

*The first verse instructs slaves to leave in the winter—“When the sun comes back” refers to winter and spring when the altitude of the sun at noon is higher each day. Quail, a migratory bird, spends the winter in the South. The “drinking gourd” refers to the Big Dipper, “the old man” means Peg Leg Joe, and “the great big river” refers to the Ohio River. The second verse told slaves to follow the bank of the Tombigbee River north. They were to look for dead trees marked with the drawings of a left foot and a round mark, denoting a peg leg. In the third verse, the hidden message instructed the slaves to continue north over the hills when they reached the Tombigbee’s headwaters. From there, they were to travel along another river—the Tennessee. There were several Underground Railroad routes that met up on the Tennessee. Slaves were told the Tennessee joined another river in the song’s last verse. Once they crossed that river, a guide would meet them on the north bank and guide them on the rest of their journey to freedom.*

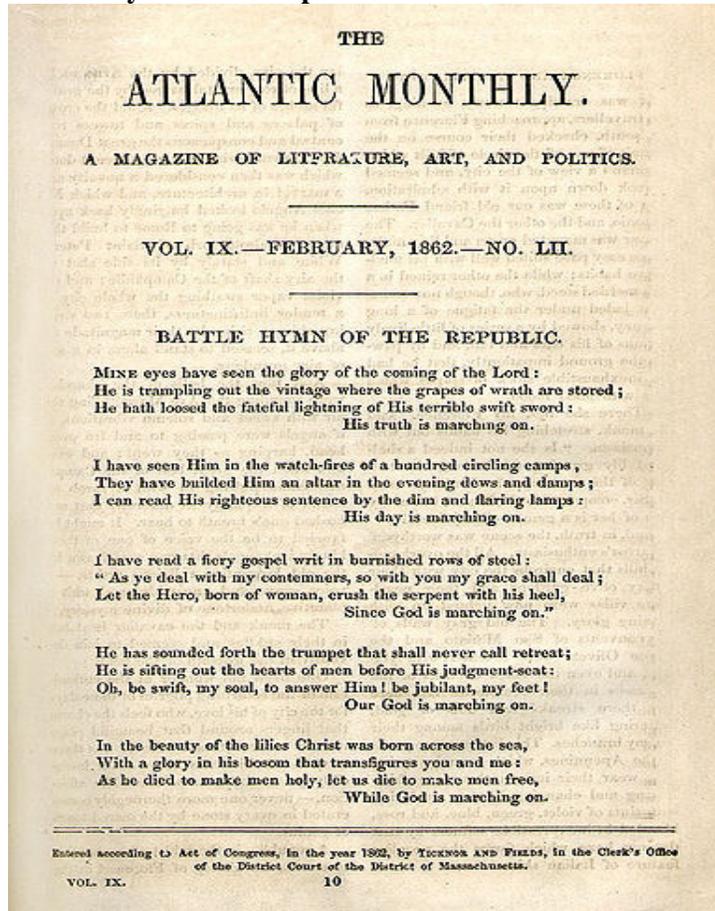
When the Sun comes back  
And the first quail calls  
Follow the Drinking Gourd,  
For the old man is a-waiting for to carry you to freedom  
If you follow the Drinking Gourd

The riverbank makes a very good road.  
The dead trees will show you the way.  
Left foot, peg foot, traveling on,  
Follow the Drinking Gourd.

The river ends between two hills  
Follow the Drinking Gourd.  
There’s another river on the other side  
Follow the Drinking Gourd.

When the great big river meets the little river  
Follow the Drinking Gourd.  
For the old man is a-waiting for to carry to freedom  
If you follow the Drinking Gourd.

### “Battle Hymn of the Republic”



The tune was originally a camp-meeting hymn, “Oh brothers, will you meet us on Canaan's happy shore?” It evolved into “John Brown's Body.” Julia Ward Howe, wife of a government official, wrote “Battle Hymn of the Republic” in 1861, which was published in an 1862 issue of the *Atlantic Monthly* for five dollars. The following is the original version; subsequent versions include the chorus “*Glory! Glory! Hallelujah!; Glory! Glory! Hallelujah!; Glory! Glory! Hallelujah!; His truth is marching on*” following each verse.

Mine eyes have seen the glory of the coming of the Lord:  
He is trampling out the vintage where the grapes of wrath are stored;  
He hath loosed the fateful lightning of His terrible swift sword:  
His truth is marching on.

I have seen Him in the watch-fires of a hundred circling camps,  
They have builded Him an altar in the evening dews and damps;  
I can read His righteous sentence by the dim and flaring lamps:  
His day is marching on.

I have read a fiery gospel writ in burnished rows of steel:  
"As ye deal with my contemners, so with you my grace shall deal;  
Let the Hero, born of woman, crush the serpent with his heel,  
Since God is marching on."

He has sounded forth the trumpet that shall never call retreat;  
He is sifting out the hearts of men before His judgment seat:  
Oh, be swift, my soul, to answer Him! be jubilant, my feet!  
Our God is marching on.

In the beauty of the lilies Christ was born across the sea,  
With a glory in his bosom that transfigures you and me:  
As he died to make men holy, let us die to make men free,  
While God is marching on.

### **"Maryland, My Maryland"**

**Adopted as the state song of Maryland in 1939, James Ryder Randall's April 1861 nine-stanza poem articulated Randall's southern sympathies on the eve of the Civil War. A Maryland native, Randall was teaching in Louisiana when he read reports of Union troops marching through the city of Baltimore. Incensed, Randall's poem calls for Maryland's citizens to fight the Union. Throughout the Civil War, "Maryland, My Maryland" was sung across the South by both soldiers and citizens as a battle hymn. It has been called America's "most martial poem."**

The despot's heel is on thy shore,  
Maryland!  
His torch is at thy temple door,  
Maryland!  
Avenge the patriotic gore  
That flecked the streets of Baltimore,  
And be the battle queen of yore,  
Maryland! My Maryland!

Hark to an exiled son's appeal,  
Maryland!  
My mother State! to thee I kneel,  
Maryland!  
For life and death, for woe and weal,  
Thy peerless chivalry reveal,  
And gird thy beauteous limbs with steel,  
Maryland! My Maryland!

Thou wilt not cower in the dust,  
Maryland!  
Thy beaming sword shall never rust,  
Maryland!  
Remember Carroll's sacred trust,  
Remember Howard's warlike thrust,  
And all thy slumberers with the just,  
Maryland! My Maryland!

Come! 'tis the red dawn of the day,  
Maryland!

Come with thy panoplied array,  
Maryland!  
With Ringgold's spirit for the fray,  
With Watson's blood at Monterey,  
With fearless Lowe and dashing May,  
Maryland! My Maryland!

Come! for thy shield is bright and strong,  
Maryland!  
Come! for thy dalliance does thee wrong,  
Maryland!  
Come to thine own anointed throng,  
Stalking with Liberty along,  
And chaunt thy dauntless slogan song,  
Maryland! My Maryland!

Dear Mother! burst the tyrant's chain,  
Maryland!  
Virginia should not call in vain,  
Maryland!  
She meets her sisters on the plain-  
"Sic semper!" 'tis the proud refrain  
That baffles minions back amain,  
Arise in majesty again,  
Maryland! My Maryland!

I see the blush upon thy cheek,  
Maryland!  
For thou wast ever bravely meek,  
Maryland!  
But lo! there surges forth a shriek,  
From hill to hill, from creek to creek-  
Potomac calls to Chesapeake,  
Maryland! My Maryland!

Thou wilt not yield the Vandal toll,  
Maryland!  
Thou wilt not crook to his control,  
Maryland!  
Better the fire upon thee roll, Better the blade, the shot, the bowl,  
Than crucifixion of the soul,  
Maryland! My Maryland!

I hear the distant thunder-hum,  
Maryland!  
The Old Line's bugle, fife, and drum,  
Maryland!  
She is not dead, nor deaf, nor dumb-  
Huzza! She spurns the Northern scum!  
She breathes! She burns! She'll come! She'll come!  
Maryland! My Maryland.

### 3. People

Some important individuals of the era 1850-1877 will be discussed later. Here, however, it is necessary to look at those individuals in the light of the coming of the Civil War. To begin with, the first generation of American leaders (George Washington, John Adams, Thomas Jefferson, Alexander Hamilton, etc.) were willing and able to compromise on the issue of slavery, as they did in enacting the Northwest Ordinance of 1787. They did this principally because they believed that the new nation was too young and fragile to undertake a potentially divisive debate over slavery.

The second generation of American leaders (Andrew Jackson, Henry Clay, John Calhoun, Daniel Webster, James K. Polk, etc.) also were able to compromise over the issue of slavery, but it was becoming increasingly difficult. Calhoun, for example, was Unionist, but insisted that the federal government protect the institution of slavery, whereas Jackson, Clay, and Polk, (also southerners) probably hoped that the issue over time would be settled, either by the gradual eradication of slavery or a series of compromises that protected slavery but limited its expansion.

The third generation of American leaders (Abraham Lincoln, William Seward, Jefferson Davis, William L. Yancey, etc.) were less willing to compromise. Also, these men were overtaken by events (the growing strength of abolitionism, “Bleeding Kansas,” the Dred Scott decision, John Brown’s raid) as well as by a hardening of opinions in both the North and the South and a growing impatience with each other’s arguments. Therefore American leaders were increasingly unable to escape or ignore slavery, as it became interwoven with eroding American institutions and linked to central trends (westward expansion being the most important).

### 3. Important Individuals

**Frederick Douglass (1817?-1895).** An escaped slave who became a major figure in the anti-slavery movement and in recruiting African Americans to fight for the Union during the Civil War.

**Stephen A. Douglas (1813-1861).** An important political figure in the 1850s (congressman from Illinois, U. S. Senator, candidate for president in 1860), Douglas tried to reduce hostilities between the North and South over the expansion of slavery by introducing the concept of popular sovereignty in which the settlers in a territory would vote as to whether it would be a slave state or a free state when it entered the Union.

**Roger B. Taney (pronounced Taw-nee, 1777-1864).** Appointed Chief Justice of the U. S. Supreme Court by President Andrew Jackson, Taney wrote the majority opinion in the Supreme Court case *Dred Scott v. Sandford* (1857) in which he said that African Americans were not citizens of the United States and that no territory or state could prohibit the spread of slavery. The decision virtually erased all earlier compromises regarding the westward expansion of slavery (Missouri Compromise of 1820, Compromise of 1850, Kansas-Nebraska Act of 1854). The decision outraged many white northerners and was a principal event in the coming of the Civil War.

**John Brown (1800-1859)** was a radical abolitionist who attempted to organize a rebellion of slaves at Harpers Ferry, Virginia in 1859. The effort was unsuccessful and Brown was captured, tried, and executed. Many northerners viewed him as a martyr and the song “John Brown’s Body” was a popular one with northerners during the Civil War (later Julia Ward Howe took the same tune and wrote the lyrics for “The Battle Hymn of the Republic”).

**William L. Yancey (1814-1863)** of South Carolina was a radical southerner who believed that the U. S. Government should guarantee the existence of slavery or the South should leave the Union. He and other southerners of similar opinions (Robert Barnwell Rhett, Henry L. Benning, Edmund Ruffin, Jefferson Davis, and others) were known as southern “fire-eaters” for their inflammatory rhetoric.

**Abraham Lincoln (1809-1865)** was born into poverty in Kentucky, migrated to Illinois, and gradually became a respected and economically well-off attorney and a major political figure. He opposed the spread of slavery and was nominated for the presidency in 1860 by the fairly new Republican Party and elected in a four-person race with 39.9% of the votes cast. He led the United States during the Civil War and is considered by many historians to be the nation's greatest president. On April 14, 1865, John Wilkes Booth assassinated Lincoln at Ford's Theatre while the President and his wife, Mary Todd Lincoln, attended a play.

**William Seward (1801-1872)** was an opponent of slavery from New York. When told that the U.S. Constitution essentially made slavery legal, he replied that there was a "higher law" than the Constitution. A leading candidate for the Republican Presidential nomination in 1860, he lost the party's nomination to Abraham Lincoln. He served as Secretary of State during both Lincoln's and Andrew Johnson's administrations and was a major figure in the acquisition of Alaska (which opponents called "Seward's Folly").

**Robert Edward Lee (1807-1870)** of Virginia was a graduate of the United States Military Academy and a veteran of the Mexican War. When Virginia seceded from the Union in 1861, Lee resigned his commission in the U. S. Army and became the commander of the Confederate Army of Northern Virginia. An excellent military tactician, he lacked the sufficient manpower and resources to emerge victorious. After the war he became president of Washington College in Lexington, Virginia, which after his death was renamed Washington and Lee.

**Ulysses S. Grant (1822-1885)** of Illinois was a West Point graduate and veteran of the Mexican War. During the Civil War, Grant was successful in commanding the United States army in the West and was promoted by President Lincoln to the command of all Union forces. His military philosophy was to use the North's superiority in numbers and resources to hammer the Confederacy into surrender. He was elected president in 1868 and served until 1877, but his administration was marred by corruption and his own weakness as an executive.

**Andrew Johnson (1808-1875)** of Tennessee was a tailor who entered politics and rose from one political office to the next to become a U. S. Senator from Tennessee on the eve of the Civil War. When one southern state after another seceded and all the congressmen and Senators from the South left Congress, Johnson, a staunch Unionist, remained. President Lincoln appointed him military governor of Tennessee and selected him as his vice president in 1864. Becoming president on the death of Lincoln, Johnson tried to pursue a lenient Reconstruction policy and as a result was constantly at odds with a Congress increasingly dominated by Radical Republicans. The U.S. House impeached Johnson in 1868 after he violated an act passed by Congress to check executive authority; however, the U.S. Senate fell one vote short of removing the President during Johnson's impeachment trial.

**Clara Barton (1821-1912)** was the organizer of the American Red Cross. During the Civil War she was superintendent of nurses for one of the Union armies and after the war led an effort to locate missing soldiers.

#### **4. Events**

**Compromise of 1850**—The Compromise of 1850 was a series of bills aimed at resolving the territorial and slavery controversies arising from the United States-Mexican War (1846–1848). There were five laws

that balanced the interests of the slave states of the South and the free states to the north. The first two laws concerned Texas and the organization of the New Mexico and Utah territories. The third concerned the admission of California as a free state in return for the fourth law, a more stringent Fugitive Slave Law. The fifth law banned the slave trade in the District of Columbia.

**Lincoln-Douglas Debates (1858)**—The Lincoln-Douglas debates of 1858 were a series of seven debates between Abraham Lincoln (Republican) and Stephen A. Douglas (Democrat) for the Illinois Senate seat in the United States Congress. In 1858, U.S. Senators were elected by state legislatures; thus Lincoln and Douglas were campaigning for their respective parties to win control of the legislature. The debates presaged the issues that Lincoln faced in the 1860 presidential campaign and are remembered partially for the eloquence of both sides. The main issue discussed in all seven debates was slavery.

**John Brown's Raid (1859)**—On October 16, 1859 John Brown led eighteen men—thirteen whites and five blacks—into Harpers Ferry, Virginia. Three other members of his force formed a rearguard at a nearby Maryland farm. A veteran of the violent struggles between pro- and antislavery forces in Kansas, Brown intended to provoke a general uprising of African Americans that would lead to a war against slavery. The raiders seized the federal buildings and cut the telegraph wires. Expecting local slaves to join them, Brown and his men waited in the armory while the townspeople surrounded the building. The raiders and the civilians exchanged gunfire, and eight of Brown's men were killed or captured. By daybreak on October 18, U.S. Marines under the command of Brevet Colonel Robert E. Lee stormed Brown's position in the arsenal's engine house and captured or killed most of his force in less than 3 minutes. Brown was taken subsequently tried and executed for his attempted slave rebellion.

**Election of 1860**—The presidential election of 1860 set the stage for the American Civil War. The nation had been dividing throughout most of the 1850s on various questions, particularly the expansion of slavery in the federal territories. In 1860 this issue finally came to a head, fracturing the Democratic Party into southern and northern factions and bringing Abraham Lincoln and the Republican Party to power without the support of a single southern state (Lincoln did not appear on the ticket in the southern states). In the wake of Lincoln's electoral victory came declarations of secession by South Carolina and other southern states.

**The Battle of Fort Donelson** (February 14-16, 1862)—Tennessee Confederates constructed the earthen fort along the Cumberland River near the Tennessee and Kentucky border in the summer of 1861 to defend the river approach to Middle Tennessee and Nashville. In early February 1862, Confederate General Albert Sidney Johnston concentrated some 15,000 men to defend against Union General Ulysses S. Grant's larger army of nearly 20,000 men and Flag Officer Andrew Hull Foote's six-vessel gunboat flotilla. As a result of much confusion and indecision among Confederate officers, Grant's army pressed forward causing several Confederate leaders to flee, leaving the fort and its nearly 15,000 soldiers to surrender to Grant. After the fall of Fort Donelson, the South was forced to give up southern Kentucky and much of Middle and West Tennessee. The Tennessee and Cumberland Rivers, and railroads in the area, became vital Federal supply lines. The heartland of the Confederacy was opened, and the Federals would press on until the "Union" became a fact once more.

**The Battle of Shiloh (also known as the Battle of Pittsburg Landing)** (April 6-7, 1862) was a major battle in the Western Theater of the American Civil War fought in southwestern Tennessee along the Tennessee River. Confederate forces under Generals Albert Sidney Johnston and P.G.T. Beauregard launched a surprise attack against the Union Army of Gen. Ulysses S. Grant. The Confederates achieved considerable success on the first day but were ultimately defeated on the second day. On the first day of battle, the Confederates struck with the intention of defeating Grant's Army of the Tennessee before it

could link up with Maj. Gen. Don Carlos Buell's Army of the Ohio. The Confederate battle lines became confused during the fierce fighting, and Grant's men instead fell back in the direction of Pittsburg Landing to the northeast. Gen. Johnston was killed during the first day's fighting, and Beauregard, his second in command, decided against assaulting the final Union position that night. Reinforcements from Gen. Buell arrived in the evening and turned the tide the next morning, when he and Grant launched a counterattack along the entire line. The Confederates were forced to retreat from the bloodiest battle in United States history up to that time, ending their hopes that they could block the Union advance into northern Mississippi.

**The Battle of Murfreesboro (also known as the Battle of Stone's River)** (December 31, 1862-January 2, 1863)—The Union Army, some forty-four thousand strong and commanded by Major General William S. Rosecrans, was drawn up approximately thirty miles southeast of Nashville along the banks of Stones River near the small town of Murfreesboro. It faced Braxton Bragg's thirty-eight-thousand-man Confederate Army, which attempted unsuccessfully to drive Union forces from the high ground. Total casualties for both sides reached an estimated 24,645. The Confederate retreat left the Union forces in possession of the battlefield, and General Rosecrans claimed Stones River as a Federal triumph.

**The Battle of Chickamauga** (September 19-20, 1863) developed from the struggle to control the strategic railroad town of Chattanooga, the gateway to the Deep South. On September 19, the Union and Confederate armies faced each other along the banks of Chickamauga Creek, a name soon translated as "River of Death," in northern Georgia. The Union army numbered approximately fifty-eight thousand men, while the Confederates mustered some sixty-six thousand troops. Confederate forces pushed forward through a gap created by a misunderstanding among Union officers causing the Union army to withdraw back to Chattanooga. The tactical triumph at Chickamauga cost the Confederates eighteen thousand casualties; the Union suffered sixteen thousand casualties. With Chattanooga still in Union hands, however, the victory at Chickamauga held little strategic meaning for the Confederacy.

**The Battle of Chattanooga** (November 24-25, 1863)—By late November 1863 the Union forces in and around Chattanooga, under General Ulysses Grant's command, numbered almost seventy thousand, but the Confederates, under General Braxton Bragg's command, had depleted their fighting strength to about forty thousand after sending General Longstreet and his men up the East Tennessee Valley in a futile effort to recapture Knoxville. During the battle, waged around and atop Lookout Mountain as well as along Missionary Ridge over a period of two days, the Union army overran the Confederate positions and forced the entire Rebel army to fall back into Northern Georgia. Each side suffered approximately six thousand casualties.

**The Battle of Fort Sanders** (November 29, 1863) occurred at a hastily built yet bastioned Union defensive earthwork, located approximately a mile west of Knoxville. The fort was the scene of an ill-conceived Confederate frontal assault led by General James Longstreet, that resulted in a twenty minute massacre of troops that the Confederacy could not afford to lose (813 Confederate casualties, 13 Union casualties).

**The Homestead Act** (May 20, 1862) was one of several United States Federal laws that gave an applicant freehold title up to 160 acres (1/4 section) of undeveloped land outside of the original 13 colonies. The new law required three steps: file an application, improve the land, and file for deed of title. Anyone who had never taken up arms against the U.S. Government, including freed slaves, could file an application and improvements to a local land office. The original act was signed into law by President Abraham Lincoln on May 20, 1862. Eventually 1.6 million homesteads were granted and 270,000,000 acres

(420,000 sq mi) were privatized between 1862 and 1986 (when it expired in Alaska), a total of 10% of all lands in the United States.

**Morrill Land-Grant Act** (July 2, 1862)—According to the language of the statute, the purpose of the land-grant colleges was “without excluding other scientific and classical studies and including military tactic, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.” Under the act, each eligible state (excluding Confederate states) received a total of 30,000 acres of federal land, either within or contiguous to its boundaries, for each member of congress the state had as of the census of 1860. This land, or the proceeds from its sale, was to be used toward establishing and funding educational institutions devoted to teaching agriculture, engineering, as well as military tactics.

**Establishment of the Bureau of Refugees, Freedmen, and Abandoned Lands (usually referred to as the Freedmen's Bureau)** (1865)—On March 3, 1865, Congress passed the Freedmen’s Bureau Act, which was enacted for a period of one year to aid distressed refugees of the Civil War and assist the former slaves in their transition from slaves to freedmen. At the end of the war, the Bureau’s main role was providing emergency food, housing, and medical aid to refugees, though it also helped reunite families. Later, it focused its work on helping the freedmen adjust to their conditions of freedom. Its main job was setting up work opportunities and supervising labor contracts.

**Impeachment of Andrew Johnson** (1868)—The Impeachment of Andrew Johnson constituted one of the most dramatic events of Reconstruction and marked the first impeachment in history of a sitting United States president. Impeachment was the consummation of a lengthy political battle between Johnson and Republicans for control of both Congress and Reconstruction policy. Johnson was impeached by the U.S. House of Representatives on February 24, 1868, which later produced eleven articles of impeachment detailing his “high crimes and misdemeanors” in accordance with Article Two of the United States Constitution. The primary charge against Johnson was violation of the Tenure of Office Act (March 2, 1867), which prevented the president from removing any appointee confirmed by the Senate. Therefore, when Johnson removed Edwin M. Stanton (Secretary of War) from office and replaced him with Adjutant General Lorenzo Thomas, the House moved to impeach Johnson. The Senate impeachment trial lasted nearly two months, resulting in Johnson’s acquittal, the final count falling one vote shy of the required tally for conviction. The impeachment and subsequent trial gained a historical reputation as an act of political expedience, rather than necessity, based on Johnson’s defiance of a legislative act later ruled unconstitutional by the U.S. Supreme Court.

**Transcontinental Railroad: Driving of the Golden Spike at Promontory Summit, Utah** (May 10, 1869)—The First Transcontinental Railroad built in the United States between 1863 and 1869 by the Central Pacific Railroad of California and Union Pacific Railroad, connected Council Bluffs, Iowa/Omaha, Nebraska (via Ogden, Utah and Sacramento, California) to Alameda, California. By linking with the existing railway network of the Eastern United States, the road thus connected the Atlantic and Pacific coasts of the United States by rail for the first time. The transcontinental railroad served as a vital link for trade, commerce and travel that joined the eastern and western halves of late 19th century United States. The transcontinental railroad quickly ended most of the far slower and more hazardous stagecoach lines and wagon trains that had preceded it.

**Election of 1876**—The presidential election of 1876 is considered to be one of the most disputed presidential elections in American history. Samuel J. Tilden of New York outpolled Ohio’s Rutherford B. Hayes in the popular vote and had 184 electoral votes to Hayes’ 165. An additional 20 electoral votes in 3



## Sample Lesson Plans

**Lesson Title:** The Night Lincoln Died

**Objective/Purpose:** Students will become aware of the tragic death of one of America's most beloved presidents. Students will understand the effects the death of Abraham Lincoln had on this country and how the timing of his death could have restarted the Civil War. Students will become familiar with Ford's Theater, historical figures such as John Wilkes Booth, Major Rathbone, and other key figures involved with this historical event.

**Grade Level:** Fifth Grade

**Group Size:** Regular Classroom

**Lesson Time:** one or two 45 minute class periods.

**Background Information:** Before studying this lesson the students should have the following: A general knowledge of the Civil War, the causes for the war, the outcome of the war, and an understanding of President Lincoln's plans for post-Civil War America especially in the South. Students should also have an understanding of how Lincoln was viewed throughout the country before, during, and after the Civil War.

**Materials:** Various books on Abraham Lincoln written for children in the fifth grade or elementary level. A copy of Our American Cousin the Play That Changed History by Tom Taylor ISBN # 0-933833-20-2. Lincoln A Photobiography by Russell Freedman ISBN 0-395-51848-2 and The Civil War For Kids by Janis Herbert ISBN 1-55652-355-6.

**Technology used:** Access to <http://www.fordstheatre.org/> great for taking the students on a virtual tour of Ford's Theatre.

### Strategies/Procedures:

Teacher will log on to [http://www.fordstheatre.org](http://www.fordstheatre.org/) to show students the actual location of this key event. The teacher will then pick several students to read and act out the "murder scene" found on pages 80-85 of Our American Cousin the Play That Changed History by Tom Taylor. There should be enough students to represent President and Mrs. Lincoln, Major Rathbone, and his fiancée Clara Harris and the characters on stage in the play. Point out the footnote on page 82. This footnote indicates that this is the scene where Booth fired the fatal shot. Remind the students that President Lincoln had invited General U.S. Grant and his wife to attend the play. The Grant's had declined the invitation due a much publicized tiff between Mrs. Lincoln and Mrs. Grant. Students should also understand that it was not uncommon to see John Wilkes Booth in Ford's Theater, since he was a famous local actor. The teacher should also explain the reasoning Booth had for wanting to kill the president. After explaining this to the students and having the students act out the murder scene, lead the students in a discussion about the effects on America after Lincoln was murdered.

**Evaluation/ Assessment:** After the students have participated in the activity above, they will then be required to write a journal entry about this event. They may choose to write about this event from the view point of a Ford's Theater audience member, an actor in the Our American Cousin play, one of the guest in the Presidential box, a Northern or Southern living in America during this tragic time.

**Author's Evaluation:** I have taught this same lesson now for seven years to the fifth graders. Each year the students seem to get very excited when it comes time to learn about the Civil War. They especially become interested in the personal life of Abraham Lincoln and his life as president. After spending several in depth weeks studying the Civil War, I use this activity to conclude this unit. I have found that most students will want to continue discussing Lincoln, the Civil War, etc. I have also discovered the

students always seem heart broken when they learn how Lincoln was murdered that tragic night. This is a wonderful lesson and I believe other teachers will enjoy teaching this lesson.

**Lesson Title: Reasons For The Civil War**

**Essential Question Related to Theme:** What were some of the causes that led to the Civil War?

**Grade Level:** 8

**Lesson Time:** 90 minutes (Two 45 minute class periods)

**Technology used:** Primary sources will be gathered from reliable Internet sources. If a student has no access to the Internet he/she may use other sources.

**Materials:** Print offs of the primary sources and the students will use their textbook. If other texts are available students can use them.

**Activity description(s) and overview of instructional strategies:**

Day 1:

1. Tell students that during this particular lesson that they will be acting as a jury. They will hear a case and that each student will be expected to write his/her own verdict, which will include the logic used in making the decision.

2. The Teacher is to read the following Scenario:

At a certain middle school there had been a lot of students come out for the Baseball Team and cuts were made. The coach had chosen seven 8th graders, six 7th graders and as tradition had it, two bat boys from the 6th grade.

All the boys were very excited when the coach had the first meeting. He explained the team expectations. The coach made it clear that a team works together, and if you chose to be on this team that you will always be expected to give 100%. He also stressed that the best players will always play first no matter who their Dad is.

Some kid asked, "What if a sixth grader was the best player?" This brought about a lot of discussion.

Finally the coach said, "they needed to finish their organizational meeting and that they would cross that bridge when they got to it."

Papers were filled out, promises were made, and physicals were given. Uniforms were bought and hundreds of hours of practice were put in. When the season started things did not go well at all. It seemed that their team was not just getting beaten, they were getting clobbered. One 8th grader had slid in to home and broke his leg. The loss of a good player hurt, but the real problem was they were weak in several key positions. The teammates began to argue, and the coach was getting more hateful everyday. The Game they had loved so much was quickly losing its sparkle. Things were looking pretty bleak until one Saturday several players were out of town, and the batboys were asked to fill in. These two 6th graders were awesome and could help the team if they could play. The coach called a meeting and shared the news of the found talent. To the coaches surprise there was much debate about whether the 6th graders would be allowed to play. The 7th graders said that they would be the ones that were benched because the 8th graders had played last year, and they did not want to lose a half years experience. The

Coach said that the only way he knew how to choose was to let the team vote. There was a 2nd discussion about if the 6th graders should be allowed to vote or not. The 7th graders explained how the vote would not be fair. The coach finally said that he would decide if the 6th graders could vote. He would sleep on it and tell them the next day.

The next day came and you could have heard a pin drop when the coach entered the field house. The 8th graders sat on one side and the 7th graders on the other. The poor 6th graders were stuck in the middle and were getting it from both sides. The lines were clearly drawn. The coach cleared his throat and said, "I think it is in the teams best interest to let the 6th graders play. Scott Cupp, a mediocre 7th grader said, "Well then, I think it is in my best interest to quit." Then one by one the other 7th graders followed. The coach hollered, "Now wait a minute. You can't quit. You signed up for this team, and if you quit we will not have enough players to finish." One arrogant 8th grader muttered just loud enough for the 7th graders to hear, "You big babies! We might be better off without you losers!"

3. Ask the students to decide if people should be able to quit a TEAM after they have committed to it? Have the students write up their verdict and their reasons for their decision.

4. Ask some students to share their verdicts and reasoning.

Play devils advocate if needed to keep students on both sides.

Example: "So much practice is hurting some 7th graders grades, and they are in danger of failing"  
"The 8th graders did their time on the bench, and they deserve to play"

5. Explain to the students that this scenario has a lot in common with the situation that history refers to as the Civil War. The 13 Colonies had formed a team and made a lot of promises. When the western states began to join the team, the South felt like they were being cheated. The South decided to quit the team, but the North said they could not. They tried to reach a compromise and did a couple of times, but since they both could not have their own way, they resulted to fighting.

6. Ask the students that felt like quitting was ok to write South on the top of their verdict papers.

7. Ask students that felt like quitting should not be allowed to write North on the top of their papers.

8. The teacher should create a list of which side students are on.

9. The Teacher should share copies of the Declaration of Independence, the United States Constitution, the Missouri Compromise, the Compromise of 1850, and textbook pages that talk about the causes of the Civil War.

10. Explain to the Southerners that their assignment is to come up with 8 Specific Reasons why they should be allowed to quit the United States and be ready to discuss them the next class meeting. Tell students that at least two reasons must come from a primary source and to be sure and cite it. Students should also create a list of what states sided with the South.

11. Explain to the Northerners that their job is to come up with 8 Specific Reasons the South should stay a part of the United States and do what the North wants. These students should also come prepared to discuss their reasons. Tell students that at least two reasons must come from a primary source and to be sure and cite it. Students should also create a list of what states sided with the North.

Remind students that a grade will be given for completion and participation.

The teacher should not worry if numbers are not even on the north and south teams because they were not even during the Civil War.

Day 2:

1. Have 4 Chairs in the front of the room. Have the chairs paired and facing each other in stage form. Ask people from the North to come share one of their points. Bring up two class members from the South to rebuttal and share their points. Give each pair one minute to share and after each side shares one point, let the other side rebuttal for about one minute.

2. Collect the work of each pair's work as they return to their seats.

3. Allow 6 -8 pairs to share.

4. Have the class to share causes for the Civil War. The Teacher should list these on the board. Students should list these on their own sheet of paper.

**Supporting Assignments/Homework:** Students will finish this up at home and may be able to use any other supporting information they can find.

**Assessment:** The assessment will be made using the students' verdicts. In addition, the assignment given to list eight reasons will be graded, and a quiz should be given the following day.

### **Lesson Title: White Southerners' Defense of Slaveholding**

Students will read transcriptions of articles from two Augusta County, Virginia, newspapers to see how white southerners defended the institution of slavery.

#### **Materials, setting, and student background required**

This lesson is designed for a traditional (non-computer) classroom setting. Teachers may, however, choose to have students use the newspaper search page to search for articles on slavery themselves. Teachers who do so should be prepared for students' coming across derogatory racial terms that may be upsetting or confusing.

Print and copy the following articles and questions in advance (included):

- Group One: "The Danger of Insurrection"
- Group Two: "Freedom and Slavery"
- Group Three: "Northern Free Negroes and Southern Slaves"

## Historical Background

Southerners became more passionately pro-slavery in response to increased northern opposition to the institution. Events in the 1850s, such as northern popular resistance to the enforcement of the Fugitive Slave Law, the rise of the Republican Party, and John Brown's Raid on Harpers Ferry (about a hundred miles from Augusta County), provoked an even stronger defense.

The articles refer to several historical figures that students should be familiar with. **William Lloyd Garrison** was the most vocal and extreme of the abolitionists. In his famous newspaper, **The Liberator**, Garrison demanded immediate, uncompensated abolition of slavery, and he denounced the U.S. Constitution for its proslavery provisions. **Henry Ward Beecher** was a well-known antislavery minister whose sister, **Harriet Beecher Stowe**, wrote **Uncle Tom's Cabin**. Ohio congressman **Joshua Giddings** was well known for his defense of slave uprisings and resistance to the Fugitive Slave Law. The articles also refer in passing to the **Underground Railroad**, the term given to a secret network of transportation and hiding places for runaway slaves fleeing north.

Some of the articles refer to **John Brown's Raid on Harper's Ferry**. In October 1859, radical abolitionist John Brown led a raid on the federal arsenal in Harper's Ferry, Virginia. He had hoped that slaves throughout the area would flock to Harper's Ferry and join him in a massive uprising. However, Brown and his small band of followers were quickly captured, and Brown was hung. Much to the horror of slaveholders, many antislavery northerners praised Brown and mourned his death.

## Procedure

Brief students on background as needed.

Divide students into three groups, and further divide them into teams of two or three students. Hand out articles and questions:

- Group One: "The Danger of Insurrection"
- Group Two: "Freedom and Slavery"
- Group Three: "Northern Free Negroes and Southern Slaves"

Instruct students to work with their teams to read the article and answer questions on worksheet. If time permits, groups can read all three of the articles.

When students have completed their task, reconvene whole group to share findings.

Questions for whole class discussion:

- Do you think slaveholders really believed what they said and wrote in defense of slavery?
- Besides the reason given by the author of Article One, what reason can you think of for the failure of slaves to join John Brown's uprising?

- Are there institutions and practices that people defend today that may be considered immoral a hundred years from now?

### **Follow-up, Assessment, and Extensions**

Write a one act play or a dialogue between an abolitionist and a slaveholder discussing the "peculiar institution." Your play should demonstrate understanding of the themes discussed in class.

Write an essay on the ideology of slaveholding in the South. Draw on secondary sources (such as your textbook) and on the articles read in this class.

## **White Southerners' Defense of Slaveholding: Article One**

*The Staunton Spectator*, November 29, 1859, p. 2, c. 2

### **Danger of Insurrection**

While the crazy fanatics of the North imagine that the poor negro, smarting under a galling sense of his degradation, and inspired by a noble impulse of resistance to tyranny, is ready at a moment's warning to grasp the murderous pike and fight for his freedom, the people of the South feel the most perfect security in the full assurance that they possess not only the willing obedience but the strong attachment of their slaves. It is a most egregious blunder to suppose that we who live in the enjoyment of all the benefits of the "peculiar institution," live also in constant dread of insurrection and rebellion, and go to our beds at night with the terrible apprehension that our throats may be cut before morning. Not a bit of it. We sleep as soundly and sweetly as though we were surrounded by an armed body guard of chosen defenders, in the confident belief that our ebony friends will not feel the slightest disposition to "rise". . .

This fact has been demonstrated beyond a cavil by the experience of the negrophilists at Harper's Ferry. . . . With the hour of deliverance at hand, surrounded by professed hands, prepared to lead them to the Canaan of deliverance, with arms and ammunition in abundance within their reach, there Cuffee snored, and in defiance of entreaties and exhortations and commands positively refused to "rise."

The state of public feeling at present establishes the fact that no apprehension of danger from servile insurrection is felt by the people of the South. The danger is apprehended outside of the State, from the insane crew who entertain such unfounded opinions in regard to the condition of the slaves, and their disposition to free themselves from bondage. In the prospect of further invasion of our State for the purpose of rescuing those who have already stained its soil with blood, we see the people of Virginia leaving their wives and children in the hands of their faithful domestics, and repairing to the borders of Virginia, far away from their homes, to repel the insolent foe. They leave their families behind without an apprehension of danger from those who are supposed at the North to be ready to massacre them at the first favorable opportunity. . . .

But in addition to their confidence in their own servants, the people of the South place their trust in a higher power, whose protecting care they expect in time of peril. They believe that an institution of slavery is ordained in Heaven, and that the slaveholder who

trusts in the Almighty arm will find that arm a refuge and a fortress. They expect to be delivered from the snare of the Abolition fowler and the noisome pestilence of fanaticism. Truth is their shield and buckler, and they are not afraid of the terror by night nor the arrow that flieth by day.--And in any contest that may arise in so righteous a cause will have an abiding confidence that a thousand shall fall at their side and ten thousand at their right hand, until they come off conquerors.

### Questions

Answer as many of the questions as you can--not all of the questions can be answered with this document. Some of your classmates are reading different articles and will share their answers with you at the end of this activity. Add their contributions in the spaces provided.

1. How are slaves depicted? Give exact quotes.
2. What are slaves' feelings toward masters and masters' families, according to article?
3. What evidence does the author present to prove that slaves feel this way?
4. How are abolitionists depicted?
5. On what grounds is slavery defended? Give exact quotes.
6. How is freedom depicted. . .
  - a. for free blacks in the North:
  - b. for slaveholders:

---

## White Southerners' Defense of Slaveholding: Article Two

*The Spectator*, December 6, 1859, p. 2, c. 1

### Freedom and Slavery

We have never entertained a doubt that the condition of the Southern slaves is the best and most desirable for the negroes, as a class, that they have ever been found in or are capable of. There is abundant evidence to prove that the black man's lot as a slave, is vastly preferable to that of his free brethren at the North. A Boston paper of recent date tells of a likely negro man, twenty-eight years old, who purchased his freedom in Virginia and removed to Boston.--He is sober, industrious and willing to work, but instead of meeting with sympathy from the Abolitionists, he had been deceived, cheated and driven from their presence. The writer describes him as bemoaning his hard lot, weeping like a child, lamenting that he had ever left his former master, and declaring that if he had the means he would gladly return to the old Virginia plantation. And this, we have reason to believe, is not an isolated case, but the experience of a large majority of emancipated slaves and run-away negroes in the Northern States.

But the most remarkable testimony on the subject, is borne by no less a personage than the notorious Henry Ward Beecher. In a recent sermon, Mr. Beecher says the free colored

people at the North "are almost without education, with but little sympathy for ignorance." "They cannot even ride in the cars of our city railroads. They are snuffed at in the house of God, or tolerated with ill-disguised disgust." The negro cannot be employed as a stone mason, bricklayer, or carpenter. "There is scarcely a carpenter's shop in New York in which a journeyman would continue to work if a black man was employed in it." There is scarcely one of the common industries of life in which he can engage. "He is crowded down, down, down, through the most menial callings to the bottom of society." "We heap upon them," says Beecher, moral obloquy more atrocious than that which the master heaps upon the slave. And notwithstanding all this, we lift ourselves up to talk to the Southern people about the rights and liberties of the human soul, and especially the African soul."

Every word of this is no doubt true, and yet even Mr. Beecher is an agent of the "under ground railroad," actively engaged in fomenting dissatisfaction among slaves, and stealing them away from the section where they have protection and sympathy, only that they may become, in other regions, objects of atrocious moral obloquy. Such is the philanthropy of Abolitionism!

The intelligent, christian slave-holder at the South is the best friend of the negro. He does not regard his bonds-men as mere chattel property, but as human beings to whom he owes duties. While the Northern Pharisee will not permit a negro to ride on the city railroads, Southern gentlemen and ladies are seen every day, side by side, in cars and coaches, with their faithful servants. Here the honest black man is not only protected by the laws and public sentiment, but he is respected by the community as truly as if his skin were white. Here there are ties of genuine friendship and affection between whites and blacks, leading to an interchange of all the comities of life. The slave nurses his master in sickness, and sheds tears of genuine sorrow at his grave. When sick himself, or overtaken by the infirmity of age, he is kindly cared for, and when he dies the whites grieve, not for the loss of so much property, but for the death of a member of the family.--This is the relation which slaves generally, and domestic servants universally, sustain to their white masters.

There is a vast deal of foolish talk about the delights of freedom and the hardships of slavery. In one sense no one, white or black, is free in this world. The master orders his slave to work in a certain field, when he perhaps would prefer to go elsewhere--this is slavery. But is the master free to do as he pleases! Not so.--He is driven by as stern a necessity to labor with his hands or confine himself to business, as the slave ever feels. We are all therefore slaves.--But when the man, whatever his complexion, recognizes the fact that his lot is ordained of God, and cheerfully acquiesces, he becomes a free man in the only true sense. He then chooses to do and to bear what otherwise might be irksome and intolerable.

## Questions

Answer as many of the questions as you can--not all of the questions can be answered with this document. Some of your classmates are reading different articles and will share their answers with you at the end of this activity. Add their contributions in the spaces provided.

1. How are slaves depicted? Give exact quotes.

2. What are slaves' feelings toward masters and masters' families, according to article?
3. What evidence does the author present to prove that slaves feel this way?
4. How are abolitionists depicted?
5. On what grounds is slavery defended? Give exact quotes.
6. How is freedom depicted. . .
  - a. for free blacks in the North:
  - b. for slaveholders:

## **White Southerners' Defense of Slaveholding: Article Three**

The *Spectator*, January 17, 1860, p. 2, c. 2

### Northern Free Negroes and Southern Slaves

The New York Herald publishes the speech of one of the "clerical agents," relative to the runaway slaves in Canada, together with an account of the unfortunate fugitives in Nova Scotia. The condition of both, says the Herald, is miserable and degraded in the extreme. . . . The wretched lot to which these poor fugitives are abandoned by the abolitionists, after they are stolen away from their comfort and the protection of their Southern homes, is the most pitiable to which their race is condemned, outside of the original savage state from which they have been rescued.

In August last a difficulty occurred in Green county, Pennsylvania, between the blacks and a portion of the white population, in consequence of an attempt of the latter to drive the negroes off. Believing that the presence of the negroes tended to lower the price of labor, the whites gave them notice to leave, and this led to a collision in which one white man was killed and another wounded. Eight negroes were arrested, and a few days ago six of them were convicted of manslaughter and sentenced to the Penitentiary for five years. No doubt the sentence was a just and proper one, but the assault upon the negroes in the first instance shows what sort of sympathy the blacks receive in the free States.

On the other hand, in regard to the treatment of Virginia slaves, the Norfolk Herald mentions a fact or two. It states that a gentleman of Norfolk county, whose name is given, lately paid to his servants \$550, for corn raised by them for their own benefit on his land. Another gentleman paid to his servants \$600, earned in the same way; and another paid \$300. Such treatment of slaves is not peculiar to Norfolk county, but is practiced more or less all over the State. We know it is not uncommon in this region.

The negroes alluded to, says the [Norfolk] Herald, like millions in the Southern States, are not only plentifully provided for in every way, but they are saving money to use as they may find best in coming years--and withal they seem as happy as lords. They work well and cheerfully in the day, and at night, during the holidays they sing, dance and

smoke, eat sweet potatoes, drink hard cider, sit around big kitchen fires, "laugh and grow fat," regardless of all the "tomfoolery" and nonsense about the "poor oppressed slaves."

Answer as many of the questions as you can--not all of the questions can be answered with this document. Some of your classmates are reading different articles and will share their answers with you at the end of this activity. Add their contributions in the spaces provided.

1. How are slaves depicted? Give exact quotes.
  2. What are slaves' feelings toward masters and masters' families, according to article?
  3. What evidence does the author present to prove that slaves feel this way?
  4. How are abolitionists depicted?
  5. On what grounds is slavery defended? Give exact quotes.
  6. How is freedom depicted. . .
    - a. for free blacks in the North:
    - b. for slaveholders:
- 

## Materials

### 1. Reading for Teachers

David Potter, *The Impending Crisis* (1976) is a still useful and fine summary of the events leading up to the Civil War.

James M. McPherson, *Battle Cry of Freedom* (1988) is a first-rate synthesis of the Civil War. For more details see Bruce Cotton's three-volume *Centennial History of the Civil War: The Coming Purge* (1961), *Terrible Swift Sword* (1963), *Never Call Retreat* (1965).

For Tennessee see W. Calvin Dickinson and Eloise R. Hitchcock, *A Bibliography of Tennessee History, 1973-1996* (1999). This volume contains nearly everything written about Tennessee history, organized by chronological periods as well as by counties. See also Carroll Van West, *The Tennessee Encyclopedia of History and Culture* (1998), an excellent source.

For East Tennessee see Charles Faulkner Bryan, Jr., "The Civil War in East Tennessee" (PhD dissertation, Univ. of Tennessee, 1978). See also W. Todd Groce, *Mountain Rebels: East Tennessee Confederates and the Civil War* (1999); Noel C. Fisher, *War at Every Door: Partisan Politics and Guerilla Violence in East Tennessee* (1997); Robert Tracy McKenzie, *Lincolmites and Rebels: A Divided Town in the American Civil War* (2006).

For a look at how one scholar analyzes a primary source, see Garry Wills, *Lincoln at Gettysburg: The Words that Remade America* (1992). See also Harold Holzer, *Lincoln at Cooper Union: The Speech that Made Abraham Lincoln President* (2004); Gabor Boritt, *The Gettysburg Gospel: The Lincoln Speech That Nobody Knows* (2006).

Eric Foner, *Reconstruction: America's Unfinished Revolution, 1863-1877* (1988) is the best synthesis on Reconstruction. Also excellent is Leon Litwack's *Been in the Storm so Long: The Aftermath of Slavery* (1979).

*Bowker's Complete Video Directory* (e volumes) is an excellent source for films.

## 2. Reading for Students

Patricia Polacco, *Pink and Say* (Philomel, 1995)

This picture book set during the Civil War is certainly the deepest and most serious book Polloco has done. Sheldon Curtis, 15, a white boy, lies badly wounded in a field in Georgia when Pinkus Aylee, an African American Union soldier about Sheldon's age, finds him and carries him home to his mother, Moe Moe Bay. Sheldon, known as Say, is nursed back to health in her nurturing care. But then she is killed by marauders, and the boys return to their units. They are then captured and taken to Andersonville, where Pink is hanged within hours of their capture. One of the most touching moments is when Pink reads aloud from the Bible to Moe Moe and Say. Say tells them that he can't read, but then he offers something he's very proud of: he once shook Abraham Lincoln's hand. This is a central image in the story, and is what ties the boys together for a final time, as Pink cries, "Let me touch the hand that touched Mr. Lincoln, Say, just one last time."

Carolyn Reeder, *Across the Lines* (HarperCollins, 1998)

A novel about the Civil War that takes place from May 1864 to May 1865. The story has as much introspection as action as the author shows the coming of age of two childhood companions, one black, one white. Edward (about 12), his mother, younger sister, and older brother abandon their plantation home as Union soldiers advance. They are taken in by Edward's aunt in Petersburg, a town approximately 25 miles from the Confederate capital. Edward's manservant and constant companion, Simon, has run off to taste freedom. Told alternately in Edward and Simon's voices, the story relates both of their experiences during the war. Freedom, choice, and self-respect are constant themes as are the needs and demands of friendship.

Harriet Beecher Stowe, *Uncle Tom's Cabin* (Dover, 2005)

The moving abolitionist novel that fueled the fire of the human rights debate in 1852 and melodramatically condemned the institution of slavery through such powerfully realized characters as Tom, Eliza, Topsy, Eva, and Simon Legree. First published more than 150 years ago, this monumental work is today being reexamined by critics, scholars, and students.

Mark Twain, *The Adventures of Huckleberry Finn* (Aerie, 1989)

Mark Twain's classic novel, *The Adventures of Huckleberry Finn*, tells the story of a teenaged misfit who finds himself floating on a raft down the Mississippi River with an escaping slave, Jim. In the course of their perilous journey, Huck and Jim meet adventure, danger, and a cast of characters who are sometimes menacing and often hilarious. Though some of the situations in *Huckleberry Finn* are funny in themselves (the cockeyed Shakespeare production in Chapter 21 leaps instantly to mind), this book's humor is found mostly in Huck's unique worldview and his way of expressing himself. Underlying Twain's good humor is a dark subcurrent of Antebellum cruelty and injustice that makes *The Adventures of Huckleberry Finn* a frequently funny book with a serious message.

Frederick Douglass, *Narrative of the Life of Frederick Douglass* (Simon & Schuster, 2004)

Douglass recounts his life's story, showing effective and evocative use of language as well as unflinchingly examining many aspects of the Peculiar Institution of American Slavery. Douglass attributes his road to freedom as beginning with his being sent from the Maryland plantation of his birth

to live in Baltimore as a young boy. There, he learned to read and, more importantly, learned the power of literacy. In early adolescence, he was returned to farm work, suffered abuse at the hands of cruel overseers, and witnessed abuse visited on fellow slaves. He shared his knowledge of reading with a secret “Sunday school” of 40 fellow slaves during his last years of bondage. In his early twenties, he ran away to the North and found refuge among New England abolitionists. Douglass, a reputed orator, combines concrete description of his circumstances with his own emerging analysis of slavery as a condition.

Irene Hunt, *Across Five Aprils* (Berkley, 2002)

This story is set in southern Illinois where Jethro Creighton, an intelligent, hardworking boy, is growing into manhood as his brothers and a beloved teacher leave to fight in the Union and Confederate armies. Hunt presents a balanced look at both sides of the conflict, and includes interesting information on lesser-known leaders and battles.

William O. Steele, *The Perilous Road* (Sandpiper, 2004)

This story about the Civil War chronicles the tale of Chris Brabson, a young man who lives in Tennessee's mountain country and sides with the Confederates. He hates Yankees with all his heart because they've stolen from him and his family, leaving them with little food for the winter. Then, to Chris's dismay and embarrassment, his older brother, Jethro joins up with the Union as a soldier. The news that Jethro has become a wagon driver for the Union is almost more than Chris can bear, and he goes frantically searching among the Yankees for his brother. Along the way, he realizes that the Yankee soldiers are very similar to him and not the evil, hateful people he imagined.

Michael Shaara, *Killer Angels* (Ballantine, 1996)

This novel reveals more about the Battle of Gettysburg than any piece of learned nonfiction on the same subject. Michael Shaara's account of the three most important days of the Civil War features deft characterizations of all of the main actors, including Lee, Longstreet, Pickett, Buford, and Hancock. The most inspiring figure in the book, however, is Col. Joshua Lawrence Chamberlain, whose 20th Maine regiment of volunteers held the Union's left flank on the second day of the battle. This unit's bravery at Little Round Top helped turned the tide of the war against the rebels. There are also plenty of maps, which convey a complete sense of what happened July 1-3, 1863. Reading about the past is rarely so much fun as on these pages.

Jeff Shaara, *Gods and Generals* (Ballantine Books, 1998)

In a prequel of sorts to his father Michael Shaara's 1974 epic novel *The Killer Angels*, Jeff Shaara explores the lives of Generals Lee, Hancock, Jackson and Chamberlain as the pivotal Battle of Gettysburg approaches. Shaara captures the disillusionment of both Lee and Hancock early in their careers, Lee's conflict with loyalty, Jackson's overwhelming Christian ethic and Chamberlain's total lack of experience, while illustrating how each compensated for shortcomings and failures when put to the test. The perspectives of the four men, particularly concerning the battles at Fredericksburg and Chancellorsville, make vivid the realities of war.

Stephen Crane, *The Red Badge of Courage* (Simon & Schuster, 2005)

Although never having seen battle Stephen Crane vividly depicts the grueling intensity of the American Civil War. The story revolves around Henry Fleming, a member of the 304th regiment of the Union Army. Henry Fleming is eager to demonstrate his patriotism in a glorious battle, but when the slaughter starts, he is overwhelmed with fear and flees the battlefield. Ironically, he receives his “red badge of courage” when he is slightly wounded by being struck on the head by a deserter. He witnesses a friend's gruesome death and becomes enraged at the injustice of war. The courage of common soldiers and the agonies of death cure him of his romantic notions. He returns to his regiment and continues to

fight on with true courage and without illusions. *The Red Badge of Courage* is a classic modern depiction of the psychological turmoil of war from the perspective of an ordinary soldier.

### Activities (school trips & tours/guests/local resources)

Chattanooga Point Park

### Questions You Might Ask Students

Would the South eventually have abandoned slavery voluntarily had there been no Civil War?

Some people who lived at the time believed that would have happened. But during the 1850s it appeared that the institution of slavery was growing, not eroding. For example, the slave population of Bradley County from 1840 to 1860 was growing at a faster rate than the white population. It seems that slavery was inching out of the Cotton South and even northward up the Great Valley of East Tennessee.

What was East Tennessee like for civilians during the Civil War?

Life was very hard during the war. Both Confederate and Union armies scoured the countryside in search of food, horses, and men to conscript into the respective army. According to Durwood Dunn, residents of Cade's Cove had devised an elaborate system to warn of approaching armies, and everyone took food, livestock, and children and hid in the woods. Also there was considerable guerilla violence throughout the region. See the studies by Bryan, Groce, Fisher, and McKenzie in the readings section.

What did the former slaves do after the war?

Some stayed where they were, working for wages or shares of the crops from their former masters. Many more took to the road, some in hopes of reuniting with lost relatives and others to towns and cities in search of freedom, the protection of the United States Army, and economic opportunity. So great was the migration to Knoxville, for example, that by 1880 the city's population was one-third African American.

What were the major causes of the civil war?

There has been much debate over specific causes of the Civil War. Actually, there are probably many different reasons. Some contributing factors include economic and social differences between the North and South, States rights versus federal rights, the fight between slave and non-slave proponents, growth of the abolition movement, and the election of Abraham Lincoln.

### Questions You Might Be Asked By Students

Why do we call the war the Civil War?

Lincoln maintained that the southern states had never actually left the Union, or seceded.

Therefore, in his opinion it was a rebellion within a nation and not a conflict between two nations.

Why were some states border states?

Some states chose to keep their slaves, but remain loyal to the Union and not secede. Most of these states bordered the states that had seceded to the Confederacy.

Why did people own slaves? Why were black people slaves?

With the growing plantation system in the south, Southern plantation owners were interested in free labor. Many native Africans were kidnapped and brought to the United States and sold to wealthy plantation owners.

Why did Thomas Jefferson own slaves if he wrote the Declaration of Independence?

Jefferson inherited many of his slaves, but knew that slavery was wrong. He may have continued to own slaves to keep them from being subject to re-enslavement by someone else, but no one really knows for sure.

### **Technology (Web Sites)**

**The National Archives: For Educators and Students:** [www.archives.gov/education](http://www.archives.gov/education)

The National Archives page for Educators and Students have a variety of engaging resources—primary sources and activities and training for educators and students. The Teaching with Documents Lesson Plans section contains reproducible copies of primary documents from the holdings of the National Archives, teaching activities correlated to the National standards for both American History and Civics and Government, and cross-curricular connections. Teaching with primary documents encourages a varied learning environment for teachers and students alike. Lectures, demonstrations, analysis of documents, independent research, and group work become a gateway for research with historical records in ways that sharpen students' skills and enthusiasm for history, social studies, and the humanities.

**Gilder Lehrman Institute of American History:** [www.gilderlehrman.org](http://www.gilderlehrman.org)

The Gilder Lehrman Institute's website serves as a gateway to American history online with rich resources for educators, designed specifically for K-12 teachers and students. The website includes rich primary source materials, student and teacher resources, podcasts on numerous historical topics featuring noted historians, online exhibitions, history slideshows, and much more.

**Tennessee History For Kids:** [www.tnhistoryforkids.org](http://www.tnhistoryforkids.org)

Tennessee History for Kids is a place to go for both students and teachers to go to find information on Tennessee history. The website includes lesson plans developed by certified teachers for specific grade levels K-12, photographs, city and county histories, videos, virtual tours of numerous local historical sites, and much more in a user friendly format.

**Our Documents:** [www.ourdocuments.gov](http://www.ourdocuments.gov)

The Our Documents website is a cooperative effort among National History Day, the National Archives and Records Administration, and USA Freedom Corps. Our Documents tells the fascinating story of American history through a collection of 100 history-changing documents. Together, these milestone documents chronicle the centuries of social and political upheaval as the country struggled to define itself as a new nation and then to assume its place as a global power. Our Documents span American history from the 1776 Lee Resolution to the 1965 Voting Rights Act (neglecting one current document due to the fact of historical objectivity when analyzing current or recent events). Students and teachers can click on each document to view the document in a high resolution image and read a transcript of the document. Accompanying each document is a brief historical essay which provides both the document's historical content and its historical context.

**National Museum of American History:** <http://americanhistory.si.edu/>

Various primary and secondary resources, as well as lesson plans and activities from the Smithsonian Institute Museum of American History that includes each of the Eras in the curriculum.

**Digital History:** <http://www.digitalhistory.uh.edu/>

Various topics with primary source materials, teacher and student resources, interactive timelines, maps, visual history, virtual exhibits, multimedia, and much more.

**American Experience: The Time of the Lincolns:** <http://www.pbs.org/wgbh/amex/lincolns/>

Based on the PBS program Abraham and Mary Lincoln: A House Divided, the website includes valuable primary and secondary source resources, maps, timelines, virtual tours, and much more.

**America in Caricature, 1765-1865:** [www.indiana.edu/~liblilly/cartoon/civilalbum.html](http://www.indiana.edu/~liblilly/cartoon/civilalbum.html)

Political Cartoons of the Civil War era focusing on Abraham Lincoln, as well as from the Early Republic, from the Lilly Library at Indiana University at Bloomington.

## Epilogue

President Lincoln's speech at Gettysburg took only around three minutes to deliver, and for a moment the crowd did not realize that he was finished. Nor did most people at the time regard it as a particularly great speech. The press made very little mention of it, and Lincoln's "remarks" (as they were called) were misprinted by the *New York Times*, the *Chicago Times*, the *Detroit Free Press*, the *Chicago Tribune*, the *Sacramento Daily Union*, and by numerous other papers. In fact, it was not until the twentieth century that Americans came to understand and appreciate the meaning of Lincoln's "remarks."

What Lincoln appears to have understood was that a much different United States would emerge after the Civil War—a modern nation. Indeed, the Civil War undoubtedly **accelerated** the modernization process. As noted in the Introduction, the United States technically had come into being on July 4, 1776. But it took considerably longer for a **modern, united, cohesive, consolidated** nation to appear. This was not much different from the nation-building process in Europe, as Germany and Italy emerged around the same period as nations, but not yet as a modern nation with a united people. As one Italian leader wrote in 1848, "We have made Italy. *Now* we must make *Italians*."

The United States government emerged from the Civil War considerably larger and more powerful. Many sensed that such a government was necessary to maintain order, protect the citizens, and encourage economic growth in the rapidly expanding nation. Modern transportation was binding Americans closer together. On May 10, 1869 a golden spike was driven into the last length of track on America's first continental railroad, with others soon to follow. Even the once-rural South participated, as 22,000 miles of new track were laid in the former Confederacy. Not only did railroad expansion spur a new wave of westward migration (between 1860 and 1880 the combined populations of Minnesota, North Dakota, South Dakota, Kansas, and Nebraska mushroomed from 300,000 to over 2,000,000), but the rails could also carry goods manufactured in the nation's new factories and distributed by rail by innovative entrepreneurs such as Richard Warren Sears and Alvah Roebuck. By 1920 the United States had more miles of railroad track than the rest of the world combined. The telegraph and (later) the telephone also served to consolidate the American people. Ironically, Alexander Graham Bell's first public demonstration of the telephone took place on the day Gen. George Armstrong Custer and his troops fell at Little Big Horn (June 25, 1876). He could have used a telephone.

The rapid industrialization was changing the North and some pockets in the South (Atlanta, Birmingham, Chattanooga, Knoxville, etc.). By 1873 the United States counted more non-agricultural workers than farmers. Immigrants from Ireland, Southern and Eastern Europe, and China flowed in and found jobs laying railroad track or working in the burgeoning industries. By 1913 the United States was producing over one-third of the entire world's manufactured goods.

In Europe and the United States, political leaders were devising ways to make people more loyal to their nation than to their socio-economic classes, their racial or ethnic groups, or their religions. This was done through the creation of national anthems, pledges of loyalty to the nation (such as the U. S. Pledge of allegiance to the flag, first written in 1892), the issuing of commemorative coins and stamps, the celebration of national holidays, the erection of national monuments (the Washington Monument, for example), and the reunions of Civil War veterans as symbols of unity. Therefore, a **cultural** nationalism

was emerging to tie Americans closer together. In such an atmosphere, Lincoln and Lee became **national**, not sectional, heroes, symbols of the new modern nation. The Spanish-American War (1898) not only announced the nation's emergence as a world power (complete with a modest empire), but the war also gave men from the North and South the opportunity to fight shoulder to shoulder. Col. Theodore Roosevelt's superior officer when he led his "charge" was Gen. Joseph Wheeler, a former Confederate general who participated in the Battle of Knoxville in 1863 (he tried to capture Fort Dickinson in South Knoxville). By 1898 Wheeler was long past his prime and was supposed to have ordered Roosevelt and his Rough Riders to "Get those Yankees—I mean Spaniards!"

Thus we can see that the overarching theme that works well for Era 5 can be THE EMERGENCE OF THE MODERN UNITED STATES. Such a theme allows students to see the Civil War in a broader setting and fit the Homestead Act and other facts into the picture.