



The Inquiry Arc in U.S. History

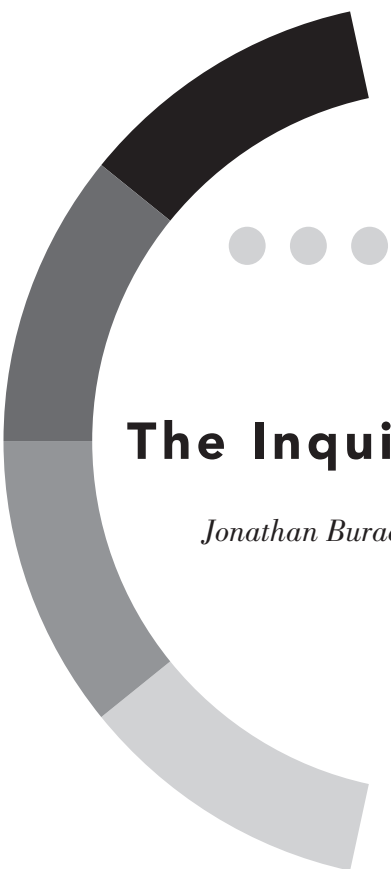


The Civil War and Reconstruction

Jonathan Burack

MindSparks

The Civil War and Reconstruction



The Inquiry Arc in U.S. History

Jonathan Burack

MindSparks®

CULVER CITY, CALIFORNIA

HS1013 v1.01

Manuscript Editor: Christina J. Moose
Proofreader: Desiree Dreeuws
Book Layout: Dan Cota, Linda Deverich
Cartographer: Grant Hubert
Cover Design: Mark Gutierrez
Editorial Director: Dawn P. Dawson

© 2018 MindSparks, a division of Social Studies School Service
All rights reserved.

Printed in the United States of America

MindSparks
10200 Jefferson Boulevard, P.O. Box 802
Culver City, CA 90232-0802
United States of America

(310) 839-2436
(800) 421-4246

www.mindsparks.com
access@mindsparks.com

Only those pages intended for student use as handouts may be reproduced by the teacher who has purchased this volume. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means—electronic, mechanical, photocopying, recording—without prior written permission from the publisher.

Links to online sources are provided in the teacher pages and text. Please note that these links were valid at the time of production, but the websites may have since been discontinued.

ISBN: 978-1-57596-473-7
e-book ISBN: 978-1-57596-474-4
Product Code: HS1013 v1.01

Contents

Introduction.....	1
-------------------	---

Secession

Did It Make Sense for the South to Leave the Union?

Overview.....	5
Teaching Instructions.....	7
Handouts	
Introductory Essay.....	10
History Group.....	13
Civics Group.....	16
Economics Group.....	19
Geography Group.....	22
How to Analyze a Primary Source.....	25
Primary and Secondary Source Packet.....	26
Communicating Results and Taking Action.....	41
The Secession Rubric.....	42
Primary Source Bibliography.....	43
Sources for Further Study.....	44

Civil War Soldiers

What Were They Fighting For?

Overview.....	47
Teaching Instructions.....	49
Handouts	
Introductory Essay.....	51
History Group.....	54
Civics Group.....	57
Economics Group.....	60
Geography Group.....	63
How to Analyze a Primary Source.....	66
Primary Source Packet.....	67
Communicating Results and Taking Action.....	77
The Civil War Soldiers Rubric.....	78
Primary Source Bibliography.....	79
Sources for Further Study.....	80

The Emancipation Proclamation

Was It Really about Ending Slavery?

Overview.....	83
Teaching Instructions.....	85
Handouts	
Introductory Essay.....	88
History Group.....	91
Civics Group.....	94
Economics Group.....	97
Geography Group.....	100
How to Analyze a Primary Source.....	103
Primary and Secondary Source Packet.....	104
Communicating Results and Taking Action.....	118
The Emancipation Proclamation Rubric.....	119
Primary Source Bibliography.....	120
Sources for Further Study.....	121

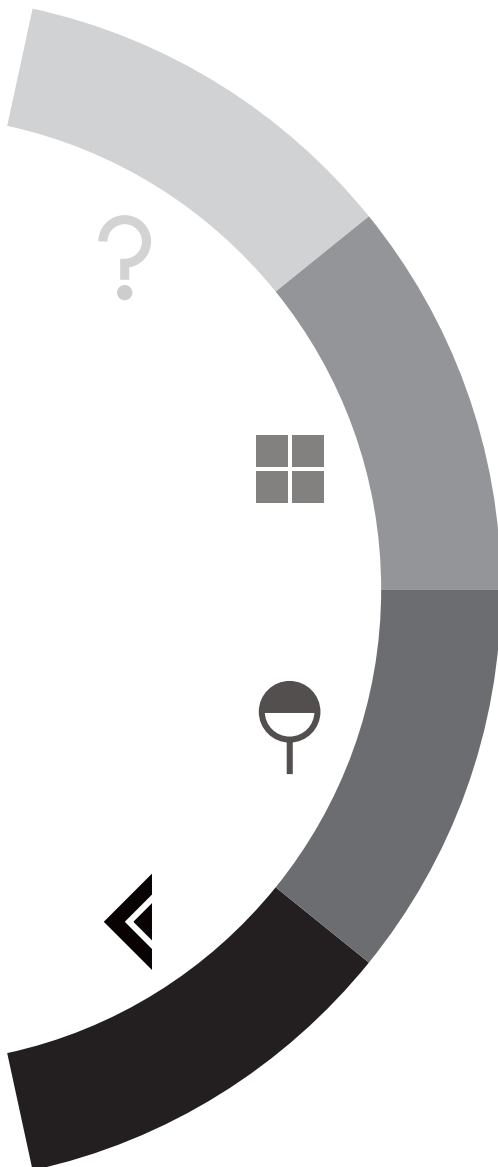
Reconstruction

Why Did It Fail?

Overview.....	125
Teaching Instructions.....	127
Handouts	
Introductory Essay.....	130
History Group.....	133
Civics Group.....	136
Economics Group.....	139
Geography Group.....	142
How to Analyze a Primary Source.....	145
Primary Source Packet.....	146
Communicating Results and Taking Action.....	160
The Reconstruction Rubric.....	161
Primary Source Bibliography.....	162
Sources for Further Study.....	163

C3 Framework

This book is based primarily on the College, Career, and Civic Life (C3) Framework for Social Studies Standards. This C3 Framework is an effective tool offering guidance and support for rigorous student learning. The assignments encourage students to be active participants in learning and to explore the parts of history that they find most compelling. Central to the C3 Framework and our use of it is its Inquiry Arc—a set of four interrelated dimensions of informed inquiry in social studies. The lessons in this book are based on all four dimensions of the C3 Inquiry Arc. While the C3 Framework analyzes each of the four dimensions separately, they are not entirely separable in practice—they each interact in dynamic ways. As a result, the lessons combine some or all of the dimensions in various ways.



Four Dimensions of the Inquiry Arc

1 Developing compelling and supporting questions and planning inquiries

Questions shape social studies inquiries, giving them broader meaning and motivating students to master content and engage actively in the learning process.

2 Applying disciplinary concepts and tools

These are the concepts and central ideas needed to address the compelling and supporting questions students pose. The C3 Framework stresses four subject fields: history, civics, economics, and geography. Each lesson addresses all of these disciplines.

3 Evaluating sources and using evidence

The purpose of using primary and secondary sources as evidence is to support claims and counterclaims. By assessing the validity and usefulness of sources, including those that conflict with one another, students are able to construct evidence-based explanations and arguments.

4 Communicating conclusions and taking informed action

While this may take the form of individual essays and other writing assignments, these units stress other kinds of individual and collaborative forms of communication, including debates, policy analyses, video productions, diary entries, and interviews. Meaningful forms of individual or collaborative civic action are also incorporated into each lesson.

How to Use This Book

This book offers you the chance to implement the entire C3 Inquiry Arc in brief, carefully structured lessons on important topics in U.S. history. Each lesson is driven by a central compelling question, and disciplinary supporting questions are provided. Each lesson asks students to apply understandings from all of the C3 disciplines—history, civics, economics, and geography—and they include individual and group tasks in an integrated way.

Each lesson includes an introductory essay, detailed teaching instructions, a set of primary sources, and the handouts needed to implement the lesson’s assignments. Rubrics for student evaluation and sources for further study are also provided. The teaching instructions suggest a time frame for completion of each lesson, but the assessments can easily be adapted to fit into any lesson plan.

Each lesson is aligned with several C3 Framework standards and Common Core State Standards. The College and Career Readiness Anchor Standards for Literacy emphasize the reading and information texts, making these lessons ideal for integration into English Language Arts instruction.



C3 Disciplines



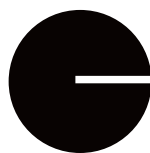
History



Civics



Economics



Geography



Secession

Did It Make Sense for the South to Leave the Union?

Overview

Introduction

In late 1860 and early 1861, eleven Southern states seceded from the Union to form a new nation, the Confederate States of America. President Abraham Lincoln insisted they had no right to do this. Legally speaking, he said they could not do it. He made it clear he would not accept their right to secede, and he would act to prevent them from doing so. As a result, America plunged into a long and bloody Civil War. Some historians have wondered whether Lincoln was right to fight to keep the South from seceding. However, historians less often ask why the South felt it had to leave in the first place. That is the compelling question this lesson will focus on. Students will work with short passages from primary sources. These primary sources form the core content for a set of tasks that will help them answer the lesson's compelling question.

Objectives

Students will work individually and in small groups to respond in a meaningful way to a compelling question about the South's decision to secede from the Union. They will apply discipline-specific background knowledge, use scaffolding, and engage in instructional activities to interpret primary sources before presenting their ideas to the class.

C3 Standards Addressed by This Lesson

- ◆ **D1.4.6-8.** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- ◆ **D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.
- ◆ **D2.His.5.6-8.** Explain how and why perspectives of people have changed over time.
- ◆ **D2.His.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- ◆ **D2.His.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- ◆ **D2.His.16.6-8.** Organize applicable evidence into a coherent argument about the past.
- ◆ **D2.Civ.8.6-8.** Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- ◆ **D2.Eco.7.6-8.** Analyze the role of innovation and entrepreneurship in a market economy.
- ◆ **D2.Geo.5.6-8.** Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- ◆ **D2.Geo.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- ◆ **D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- ◆ **D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.
- ◆ **D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

- ◆ **D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.
- ◆ **D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- ◆ **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- ◆ **D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Common Core Anchor Standards Addressed by This Lesson

- ◆ **CCSS.ELA-LITERACY.CCRA.R.1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.6.** Assess how point of view or purpose shapes the content and style of a text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- ◆ **CCSS.ELA-LITERACY.CCRA.W.7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- ◆ **CCSS.ELA-LITERACY.CCRA.SL.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Teaching Instructions

Compelling Question

Did it make sense for the South to leave the Union?

Preparation

Provide all students with a copy of the Introductory Essay. Assign this reading as homework. In addition, assign all relevant parts of your course textbook or other basic reading material. Remind students to keep the compelling question for the lesson in mind as they read.

Asking Questions about Secession

This part of the lesson stresses Dimensions 1 and 2 of the C3 Framework

Day One

1. Briefly discuss the Introductory Essay with the class and address any initial questions students may have.
2. Distribute the How to Analyze a Primary Source handout. Review each suggestion with the class, and remind students to refer back to the handout as they read the primary sources in this lesson.
3. Divide the class into four small groups. Each group will focus its work on one of the four basic disciplines identified in Dimension 2 of the C3 Framework—history, civics, geography, or economics. As they work, the groups should keep in mind the lesson’s overall compelling question. However, for Day One and Day Two, each group will work mainly with a second compelling question—one related specifically to its assigned discipline.
4. Provide each group with one copy of its discipline-specific Assignment Sheet. Give each student a copy of all the sources for this lesson. Each group may share a primary and secondary source packet, if necessary.
5. Have students complete the Day One section of their Assignment Sheets. The objective for Day One is for groups to read three sources and then formulate one supporting question about each of those sources. The supporting questions should be recorded in the spaces provided on the Assignment Sheet.

Applying Disciplinary Concepts and Evaluating Sources and Evidence

This part of the lesson stresses Dimensions 2 and 3 of the C3 Framework

Day Two

6. Students will return to their previously assigned groups and formulate a claim addressing their group’s compelling question. After reading the remaining sources, they will select one that supports their claim.

7. Using the evidence gathered from primary sources, each group will then prepare a brief (five- to ten-minute) presentation about the South's secession from the group's disciplinary perspective. The presentation can be in the form of an oral report, a debate among group members, or a PowerPoint or similar type of presentation. Allow time for students to prepare by discussing and debating topics with the members of their group.

Day Three

8. Each group will deliver its presentation (prepared by the students as their final task on Day Two). Following each presentation, allow time for class discussion and for a final effort to answer the central compelling question for the lesson.



Communicating Results and Taking Action

This part of the lesson stresses Dimension 4 of the C3 Framework

Students will complete a final project that expresses an understanding of the topic and responds clearly to the unit's central compelling question. The project may be completed in groups, but students should be evaluated individually.

Distribute the Communicating Results and Taking Action handout, and decide whether you will assign the projects or allow students to form groups and choose tasks on their own. Set a reasonable deadline. Students should review the Secession Rubric so they can understand how their performance will be evaluated. The projects are summarized below.

Communicating Results

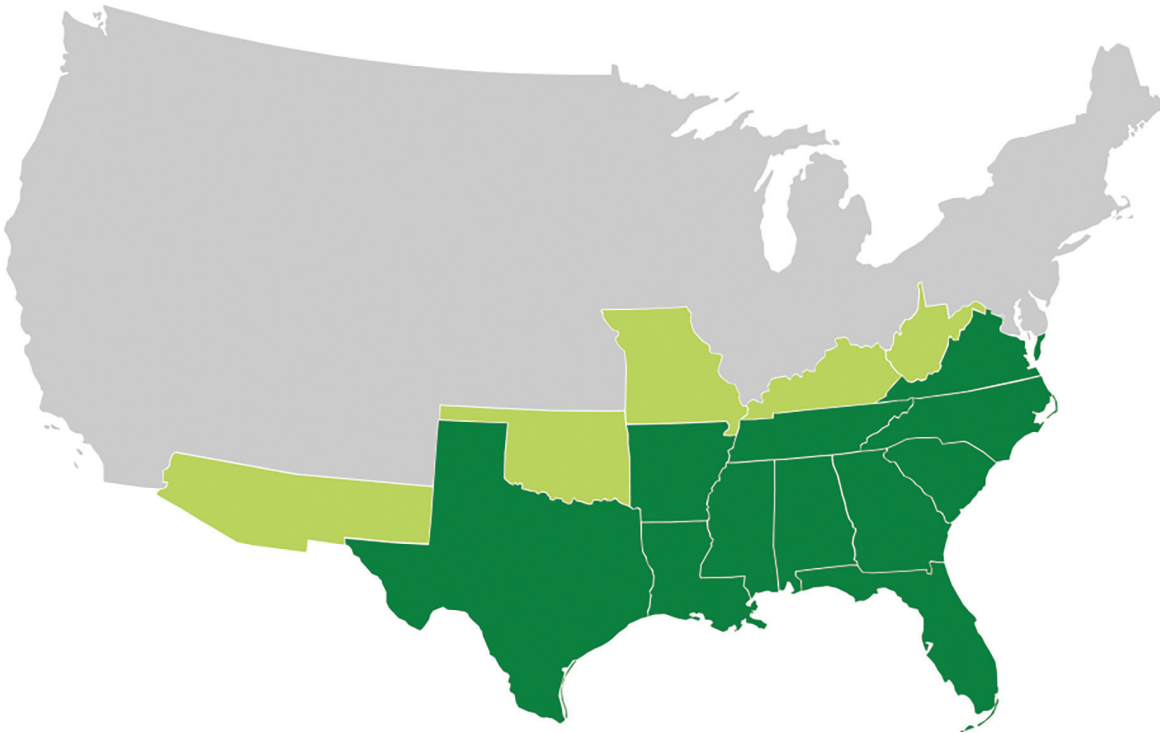
- ◆ In small groups, have students design the front page of a Southern newspaper dated sometime just after Abraham Lincoln's election as president. The key headline should be "Will the South Secede?" Each group member should write a feature story or an editorial. Each story or editorial should include specific references to at least two of the primary sources for this lesson. At least two editorials should appear—one calling for secession and the other opposing it. Have the groups post their newspaper front pages where the class can read and discuss them.
- ◆ Have students read Primary Sources 1.1, 1.2, and 1.3. Have half the students take the part of Henry Clay and write a letter to James Henry Hammond. The letter should explain where Clay does and does not agree with Hammond's "Cotton Is King" speech. The other half of the students will take the role of Hammond and reply to one of the student letters from Clay. (Students may want to read more about Clay and/or Hammond before completing this assignment. Also, those writing as Clay must imagine that he was still alive in 1858, when Hammond wrote his speech.)
- ◆ Have students read Abraham Lincoln's entire First Inaugural Address. Each student should make two lists—one of details in the speech that Southern secessionists would find most encouraging, and one of details secessionists would find most alarming. As a class, discuss the items on these lists.

Taking Action

- ◆ Could there ever be a reason for a state to secede from the United States now or in the future? Have students research this question by looking for relevant magazine and newspaper articles, or by searching the Internet. Have students collect relevant articles and make them available to the class as a whole. Then divide students into two groups. The first group should make a brief presentation supporting the idea that secession might be acceptable under some circumstances. The second group should make a brief presentation opposing this idea. Have some students take careful notes on this debate to use in completing the next assignment.
- ◆ Using the information from the previous assignment, students should write letters to a newspaper expressing their views about one current conflict between a state and the federal government. The letters should summarize the conflict accurately and explain why the idea of secession is or is not reasonable as a way to resolve the conflict.

Introductory Essay

The South Secedes



The Confederate States of America and claimed states and territories

In late 1860 and early 1861, eleven Southern states seceded from the Union. That is, they announced they were no longer a part of the United States. Instead, they formed a new nation, the Confederate States of America. President Abraham Lincoln insisted that they had no right to do this. He said that, legally speaking, they actually could not do it. He made it clear he would not accept their right to secede, and he would act to prevent them from doing so.

As a result, America plunged into a long and bloody Civil War. Before it ended in 1865, some 600,000 or more soldiers died in it. Many historians wonder if Lincoln was right to fight the Civil War once the South had seceded. Less often, it seems, do historians ask why the South felt it had to leave in the first place.



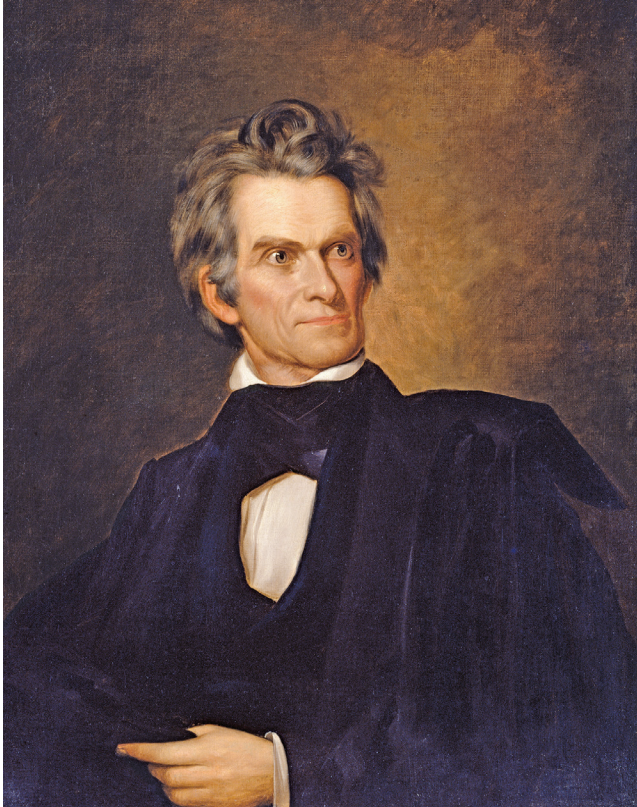
Slaves on a Georgia plantation

Above all, the South seceded in order to protect its slave-labor system. Today, we can agree it was wrong for the South to support slavery. But aside from right or wrong, did Southerners actually need to secede to preserve slavery? The Republican Party's Abraham Lincoln was elected president in 1860. It is true that the Republicans and Lincoln opposed slavery. It was this, above all, that led the South to secede. Yet was the South's slave-labor system really threatened by this election? Why did the South decide it had to leave the Union? That's the question this lesson and its primary sources may help you to answer.

Lincoln and his party had pledged to close the Western territories to slavery. They insisted, however, they had no plans to interfere with slavery in any state where it was already legal. Lincoln tried hard to reassure the South about this. He couldn't do it. The South felt the Republican victory was just a sign of worse things to come. They feared that if Republicans closed the territories to slavery, many new free states would be formed from those territories. This would mean more free-state senators and representatives in Congress. In time, this would make it much easier for Congress to impose new limits on slavery.

On the other hand, many Northerners were opposed to freeing all the slaves. Had the Southern states remained in the Union, their voters might well have joined with those of the Northerners. Together, they could have voted the Republicans out of office in future elections.

Moreover, the slave states were not all completely united in support of secession. There were Southern moderates who opposed it, even in 1860. This was especially so in the northern portions of the South. These regions had fewer slaves and slaveholding planters. Four slave states—Missouri, Kentucky, Maryland, and Delaware—actually remained in the Union during the Civil War. Despite the presence of many Southern moderates, others who strongly favored secession won in eleven states. They took the plunge into rebellion and civil war. Why?



A notable fire-eater, John C. Calhoun was 7th Vice President of the United States, and Senator from South Carolina at the time of his death in 1850

The most vocal supporters of secession were labeled fire-eaters. Many were wealthy planters from the Deep South. South Carolina was among the states most in favor of secession. South Carolina's planters were facing difficult economic times. Planters in other Southern states were enjoying huge profits and growing demand for their cotton. Both groups produced fire-eaters who called for immediate secession after Lincoln's election. Perhaps for different reasons, both saw Lincoln's win as a sign of mortal danger to the South. They feared growing Northern abolitionist sentiment. They predicted more violent actions by some abolitionists, such as John Brown, who had led antislavery insurrections in 1856 and 1859. The planters worried that the North would make it easier for slaves to run away. Their worst fear was that Northern attitudes would inspire slaves to rise up in a huge and violent insurrection.

Many of these fire-eaters insisted the South was prosperous and strong. The world's growing industrial nations needed the South's cotton. Those nations might in the end accept and support an independent Confederacy. These extremists said the time to save the South was now. In the end, eleven Southern states accepted these appeals. Given the war that followed, it is easy to see how big a mistake they were making and difficult to understand why they took the risk they did. The primary sources for this lesson should help you better understand their perspective. These sources will enable you to make up your own mind about whether those who wanted the South to leave the Union had logical reasons for their position.

Image Sources: ©Nkocharh/CC BY-SA 3.0.
Picking Cotton on a Georgia Plantation, 1858, courtesy of the Library of Congress, LC-USZ62-76385.
John C. Calhoun by George Peter Alexander Healy, 1845, National Portrait Gallery, Washington.



History Group

GROUP MEMBERS:

Secession

Your group's task is to explore the history of the secession of the South. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

In 1860, Lincoln said he had no plans to abolish slavery in states where it was legal. Why didn't Southern secessionists trust him to remain true to this promise? Explain your answer.

3. Read and discuss Primary Sources 1.5, 1.6, and 1.7.
4. Read and discuss the following background information. Use the information to help complete the handout.

Lincoln often said he personally opposed slavery. In 1860, however, he and his Republican Party did not support the abolition of slavery. Their official position was only that it should not be allowed to spread to new territories and states. Lincoln tried hard to reassure the South that he meant no harm to them or their system of slavery. Lincoln was a cautious politician. It is not surprising that he took this stand. However, did he and the Republicans really mean it? Historian James Oakes is not so sure. He makes his case in the book *The Scorpion's Sting: Antislavery and the Coming of the Civil War*. In it, he shows that antislavery leaders often used a dramatic image to sum up their strategy. The image was of a scorpion surrounded by a ring of fire stinging itself to death. By hemming in the slave states with growing numbers of free states, slavery might die out on its own, peacefully. Cotton lands would wear out. Slaves would increasingly escape to free territories. A crisis would in the end force the South to end slavery on its own. Could this strategy have worked? There is no way to tell.

5. Each group member should develop some supporting questions about the primary sources the group has been asked to discuss. Use the secondary source background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 1.5

Primary Source 1.6

Primary Source 1.7

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

In 1860, Lincoln said he had no plans to abolish slavery in states where it was legal. Why didn't Southern secessionists trust him to remain true to this promise? Explain your answer.

State your group's claim here:

7. From the remaining sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's compelling question. Use the space below for notes or to create an outline of your group's presentation.



GROUP MEMBERS:

Secession

Your group's task is to explore the civics issues raised by the South's secession. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Secessionists claimed to be defending their constitutional rights to liberty and property. How could they believe in the individual's rights to liberty and property while also defending slavery?

3. Read and discuss Primary Sources 1.2, 1.6, and 1.8.
4. Read and discuss the following background information. Use the information to help complete the handout.

For a long time, many Southerners defended slavery as a necessary evil. Some even hoped it would fade away on its own over time. In the 1820s and 1830s, abolitionists attacked slavery forcefully. They depicted it as hideously immoral. These attacks provoked Southerners to defend slavery as a positive good. Central to that defense was the idea that poor white workers in the North were not as well off as slaves in the South. Some Southerners even suggested those white workers would also be better off as slaves.

However, few Southerners would go that far. Instead, they said slavery was fit only for an inferior race. They said Africans brought to America as slaves were lucky. Black slaves were better cared for and happier here than they would be anywhere else. On their own, supposedly, they did not have the ability to do as well for themselves. This racist view of African Americans depicted them as unable to handle liberty. It saw them as fit only to be a human form of property. Moreover, it was this "property" that

enabled whites to exercise their liberty and independence more fully. In this way, black slavery supported the ideal of liberty that many in the South supported.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 1.2

Primary Source 1.6

Primary Source 1.8

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Secessionists claimed to be defending their constitutional rights to liberty and property. How could they believe in the individual's rights to liberty and property while also defending slavery?

State your group's claim here:

7. From the remaining sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's compelling question. Use the space below for notes or to create an outline of your group's presentation.



Economics Group

GROUP MEMBERS:

Secession

Your group's task is to explore the economics of secession. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Why did Southerners think they were strong enough economically to found a new nation and win the Civil War?

3. Read and discuss Primary Sources I.1, I.6, and I.10.
4. Read and discuss the following background information. Use the information to help complete the handout.

In 1860, the North far exceeded the South in population. The North also had 90 percent of the nation's industry. It had twice as many miles of rail lines. Its navy was far larger. It seemed far better prepared to fight a major war. However, many other economic factors gave Southerners good reasons to think they could win in a showdown with the North.

Above all, there was the South's powerful role in the growing world economy. Starting in England, industrial change was sweeping the world. And the most important manufacturing industry by far was the textile industry. Its demand for cotton seemed to have no limit. For the South, cotton was as important as oil for today's oil-rich nations. Cotton was a resource others would always need. It made the South's plantation owners rich and powerful. The South's ability to supply cotton would, they were sure, lead England and other nations to support the South in its fight.

It also helped that the South was fighting a defensive war. That is, it merely had to hold out against invading Northern armies, not make

inroads into the North. By contrast, the Northern armies needed to do more than win battles here and there. They would have to conquer and control the vast Southern territory. In the end, that's what the North did. However, it was not unreasonable for Southerners in 1860 to think that could not happen.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 1.1

Primary Source 1.6

Primary Source 1.10

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Why did Southerners think they were strong enough economically to found a new nation and win the Civil War?

State your group's claim here:

7. From the remaining sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's compelling question. Use the space below for notes or to create an outline of your group's presentation.



Geography Group

GROUP MEMBERS:

Secession

Your group's task is to explore the geography of secession. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.

2. As a group, briefly discuss the following compelling question:

Support for secession was on average stronger among the slave states farthest to the south. Why do you think that was so?

3. Read and discuss Primary Sources 1.1 and 1.9, and Secondary Source 1.4.
4. Read and discuss the following background information. Use the information to help complete the handout.

The motto “Cotton Is King” did not apply equally throughout the South. Cotton really was king in the lower South. The lower South was made up of the seven states that seceded first. Above all it was cotton that was fueling rapid economic growth there in the 1850s. Slave production was highly profitable. Planters in the lower South were determined to keep this system going. For many of them, secession made sense as a way to do that. Staying in the Union might mean future limits on what they could do with their slaves. Even if slavery remained legal, abolitionists would still be a danger. Abolitionism could well help incite a vast slave insurrection. Given the huge number of slaves in the lower South, this fear was always in the air.

In more northerly regions of the South, other factors shaped people's attitudes. Slavery was not growing rapidly there. Slave-produced tobacco and grain in those regions were not as profitable as sugar and cotton farther south. Slaves ran away more easily. Many slave owners in the upper South were selling slaves to the lower South in growing numbers. Meanwhile,

immigrants and other free laborers from the North were moving into the region in growing numbers. All these uncertainties about slavery help explain the fact that support for secession was not nearly as strong outside the lower South.

5. Each group member should develop some supporting questions about the sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each source and record those questions here.

Primary Source 1.1

Secondary Source 1.4

Primary Source 1.9

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Support for secession was on average stronger among the slave states farthest to the south. Why do you think that was so?

State your group's claim here:

7. From the remaining primary sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's compelling question. Use the space below for notes or to create an outline of your group's presentation.

How to Analyze a Primary Source

For this lesson, you will be studying several primary source documents. This handout offers suggestions for how best to read and analyze historical primary sources. Studying such sources is challenging. They were created in a different time and place. Their language and use of certain key terms often differ from ours. They assume things we might not accept. They arise out of historical circumstances and settings that differ greatly from our own times. To use such sources as evidence, you need to apply some special historical thinking skills and habits. Here are some guidelines to help you do this.

◆ *Question the source*

Since no primary source was written with you and your interests in mind, you need to be clear about what you are looking for when you examine a source. You need to stay in charge of the investigation. Act like a detective, and ask questions. Above all, keep your own most important compelling questions in mind as you read and think about a source.

◆ *Consider the source's origins*

This is often simply called “sourcing.” It means asking who created the source, when and where the source was created, and why. If you know the source’s purpose, you will be more likely to see how it is shaped by its creator’s point of view. Among other things, sourcing can help you decide how reliable or typical a source might be.

◆ *Contextualize the source*

“Context” here means the broader historical setting for the source. Sources are always a part of a larger historical context. You need to consider how this context helps clarify the meaning of the source. You also need to decide which context is most important. Sources might be understood best in connection with a local context or a recent event. Alternatively, they might be understood better within a national or international context, or as part of a long-term trend in society at large. Your guiding questions should help you decide which context is most important.

◆ *Corroborate the source*

This means you must think about your source in relation to other sources. Does the source agree with or support those other sources, or does it seem to be at odds with the other sources? Might there be additional sources, which have not been provided to you, that could support or conflict with your source?

◆ *Above all, read the source carefully*

Look at language closely. Pay attention to images, emotional language, metaphors, and other literary devices. Think about what is implied, not merely what is stated or claimed in so many words. Think about what is left out as well as what is included. Make inferences based on your close reading. This will help you get more out of your source than even the source’s creator might have seen in it.

PRIMARY SOURCE ►

I.I

Senator Hammond's "Cotton Is King" Speech

South Carolina senator James Henry Hammond was one of the strongest Southern defenders of slavery. Hammond gave his "Cotton Is King" speech to the Senate on March 4, 1858. In this passage from it, he praised the great economic power of the South.

Original Document

If we never acquire another foot of territory for the South, look at her. Eight hundred and fifty thousand square miles. As large as Great Britain, France, Austria, Prussia and Spain. Is not that territory enough to make an empire that shall rule the world? With the finest soil, the most delightful climate, whose staple productions none of those great countries can grow, we have three thousand miles of continental sea-shore line so indented with bays and crowded with islands, that, when their shore lines are added, we have twelve thousand miles. Through the heart of our country runs the great Mississippi, the father of waters, into whose bosom are poured thirty-six thousand miles of tributary rivers; and beyond we have the desert prairie wastes to protect us in our rear. Can you hem in such a territory as that? You talk of putting up a wall of fire around eight hundred and fifty thousand square miles so situated! How absurd.

But, in this territory lies the great valley of the Mississippi, now the real, and soon to be the acknowledged seat of the empire of the world. The sway of that valley will be as great as ever the Nile knew in the earlier ages of mankind. We own the most of it. The most valuable part of it belongs to us now; and although those who have settled above us are now opposed to us, another generation will tell a different tale. They are ours by all the laws of nature; slave labor will go over every foot of this great valley where it will be found profitable to use it, and some of those who may not use it are soon to be united with us by such ties as will make us one and inseparable. The iron horse will soon be clattering over the sunny plains of the South to bear the products of its upper tributaries of the valley to our Atlantic ports, as it now does through the ice-bound North. And there is the great Mississippi, a bond of union made by Nature herself. She will maintain it forever. . . .

But . . . would any sane nation make war on cotton? Without firing a gun, without drawing a sword, should they make war on us we could bring the whole world to our feet. The South is perfectly competent to go on, one, two, or three years without planting a seed of cotton. I believe that if she was to plant but half her

CONTINUED

cotton, for three years to come, it would be an immense advantage to her. I am not so sure but that after three years' entire abstinence she would come out stronger than ever she was before, and better prepared to enter afresh upon her great career of enterprise. What would happen if no cotton was furnished for three years? I will not stop to depict what every one can imagine, but this is certain: England would topple headlong and carry the whole civilized world with her, save the South. No, you dare not make war on cotton. No power on earth dares to make war upon it. Cotton is king.

Adapted Version

The South is huge. Eight hundred and fifty thousand square miles. As large as Great Britain, France, Austria, Prussia and Spain. It's a large enough empire to rule the world. We have the finest soil, the most delightful climate. We have staple products those other great countries cannot grow. We have three thousand miles of sea-shore full of bays and crowded with islands. When their shore lines are added, we have twelve thousand miles. Through the heart of our country runs the great Mississippi, the father of waters. Thirty-six thousand miles of tributary rivers empty into it. Beyond it are desert prairie wastes to protect us in our rear. Can you hem in a territory like that? You talk of putting up a wall of fire around eight hundred and fifty thousand square miles! How absurd.

The great valley of the Mississippi is already the seat of the empire of the world. Everyone will soon see that. It will be as important as the Nile in mankind's earlier ages. We own the most valuable part of it. Our opponents above us will change their views in time. Slave labor will spread over every part of this great valley where it is profitable. Those who do not use slave labor will soon be united with us anyway by other ties. Railroads will carry the products of the entire region to our Atlantic ports even as they now do in the ice-bound North. The Mississippi itself will be a bond of union forever.

No sane nation will make war on cotton. If any did, we could bring the whole world to our feet. The South can survive easily for one, two, or three years without planting a seed of cotton. If we plant only half our cotton crop, it would push up its price and be an immense advantage to us. Even without planting any cotton for three years, we would be stronger than ever and be ready to start up our enterprise all over again. If no cotton were furnished for three years, England would decline and fall and take the world with her—except for the South. No one will dare to make war on cotton. Cotton is king.

Original Document Source: James Henry Hammond, "On the Admission of Kansas, under the Lecompton Constitution," March 4, 1858, in *Selections from the Letters and Speeches of the Hon. James H. Hammond, of South Carolina* (New York: John F. Trow 1866), 311–322. Available online from TeachingAmericanHistory.org at <http://teachingamericanhistory.org/library/document/cotton-is-king/>.

This is another portion of Senator James Hammond's "Cotton Is King" speech (see Primary Source 1.1). In that portion of his speech, Hammond praised the economic power of the South and the superiority of its slave-labor system. In this portion, he defends slavery as a positive good.

Original Document

In all social systems there must be a class to do the menial duties, to perform the drudgery of life. That is, a class requiring but a low order of intellect and but little skill. Its requisites are vigor, docility, fidelity. Such a class you must have, or you would not have that other class which leads progress, civilization, and refinement. It constitutes the very mud-sill of society and of political government; and you might as well attempt to build a house in the air, as to build either the one or the other, except on this mud-sill. Fortunately for the South, she found a race adapted to that purpose to her hand. A race inferior to her own, but eminently qualified in temper, in vigor, in docility, in capacity to stand the climate, to answer all her purposes. We use them for our purpose, and call them slaves. . . .

The Senator from New York said yesterday that the whole world had abolished slavery. Aye, the name, but not the thing; all the powers of the earth cannot abolish that. God only can do it when he repeals the fiat, "the poor ye always have with you;" for the man who lives by daily labor, and scarcely lives at that, and who has to put out his labor in the market, and take the best he can get for it; in short, your whole hireling class of manual laborers and "operatives," as you call them, are essentially slaves. The difference between us is, that our slaves are hired for life and well compensated; there is no starvation, no begging, no want of employment among our people, and not too much employment either. Yours are hired by the day, not care for, and scantily compensated, which may be proved in the most painful manner, at any hour in any street of your large towns. Why, you meet more beggars in one day, in any single street of the city of New York, than you would meet in a lifetime in the whole South. We do not think that whites should be slaves either by law or necessity. Our slaves are black, of another and inferior race. The status in which we have placed them is an elevation. They are elevated from the condition in which God first created them, by being made our slaves. None of that race on the whole face of the globe can be compared with the slaves of the South. They are happy, content, unaspiring, and utterly incapable, from intellectual weakness, ever to give us any trouble by their aspirations. Yours are white, of your own race; you are brothers of one blood. They are your equals in natural endowment of intellect, and they feel galled by their degradation. . . .

CONTINUED

Adapted Version

In all social systems there must be a class to do the menial duties, to perform the drudgery of life. It is a class of people with weak minds and few skills. It must have strength. It must be docile and loyal. You must have this class if you are also to have another class producing progress, civilization, and refinement. This lower class is the very mud-sill of society and of political government. A house cannot be built on air. Nor can a society. Both must be built on this mud-sill. Fortunately, the South found a race adapted to that purpose. It is a race inferior to her own, but perfectly qualified in temper, vigor, docility, capacity to stand the climate. We use this race for our purpose, and call them slaves.

The Senator from New York said yesterday that the whole world had abolished slavery. They may have abolished the name, but no one can abolish the thing itself. God only can do it when He no longer tells us, "the poor ye always have with you." The poor who work daily in the market and barely survive on whatever wage they can earn, are essentially slaves. They are your whole class of manual laborers and "operatives." The difference between you in the North and us is that our slaves are hired for life and well compensated. There is no starvation, no begging, or any lack of employment among our slaves—and the work they do is not that hard either. Your workers are hired by the day. They are not cared for and not well paid. This can be shown in the most painful manner on any street of your large towns. Why, you meet more beggars in one day on any street in New York than you would meet in a lifetime in the whole South. We do not think that whites should be slaves, either by law or by necessity. Our slaves are black. They are of an inferior race. We have actually elevated them. That is, by making them slaves, we have raised them from the condition in which God first created them. None of that race anywhere else on earth is as well off as the slaves of the South. They are happy, content, unaspiring. Due to their intellectual weakness, they will never give us any trouble by their aspirations. Your "slaves" are white, of your own race. You are brothers of one blood. They are your equals in intellect, and they are angry about their degradation.

Original Document Source: James Henry Hammond, "On the Admission of Kansas, under the Lecompton Constitution," March 4, 1858, in *Selections from the Letters and Speeches of the Hon. James H. Hammond, of South Carolina* (New York: John F. Trow 1866), 311–322. Available online from TeachingAmericanHistory.org at <http://teachingamericanhistory.org/library/document/cotton-is-king/>.

PRIMARY SOURCE ►

I.3

Henry Clay's Border State Point of View

Henry Clay was a famous member of Congress from Kentucky. Kentucky was one of four border states (slave states that did not secede from the Union; West Virginia became a fifth border state after it formed from parts of Virginia in 1863). Like many in border states, Clay disliked slavery and hoped it would fade away one day. In the meantime, he worked hard to achieve compromises to keep the slavery issue from splitting the nation. This passage is from a letter Clay wrote to Stephen R. Miller dated July 1, 1844.

Original Document

From developments now being made in South Carolina, it is perfectly manifest that a party exists in that State seeking a dissolution of the Union. . . . South Carolina being surrounded by Slave States, would, in the event of a dissolution of the Union, suffer only comparative evils, but it is otherwise with Kentucky; she has the boundary of the Ohio extending four hundred miles on three Free States. What would her condition be in the event of the greatest calamity that could befall this nation?

Adapted Version

From events in South Carolina, it is obvious that a party exists there seeking to dissolve the Union. . . . South Carolina is surrounded by other slave states. If the Union is dissolved, it would suffer minor evils. But it is different with respect to Kentucky. Her boundary along the Ohio extends four hundred miles and touches on three Free States. What would her condition be in the event of the disunion, the greatest calamity that could befall this nation?

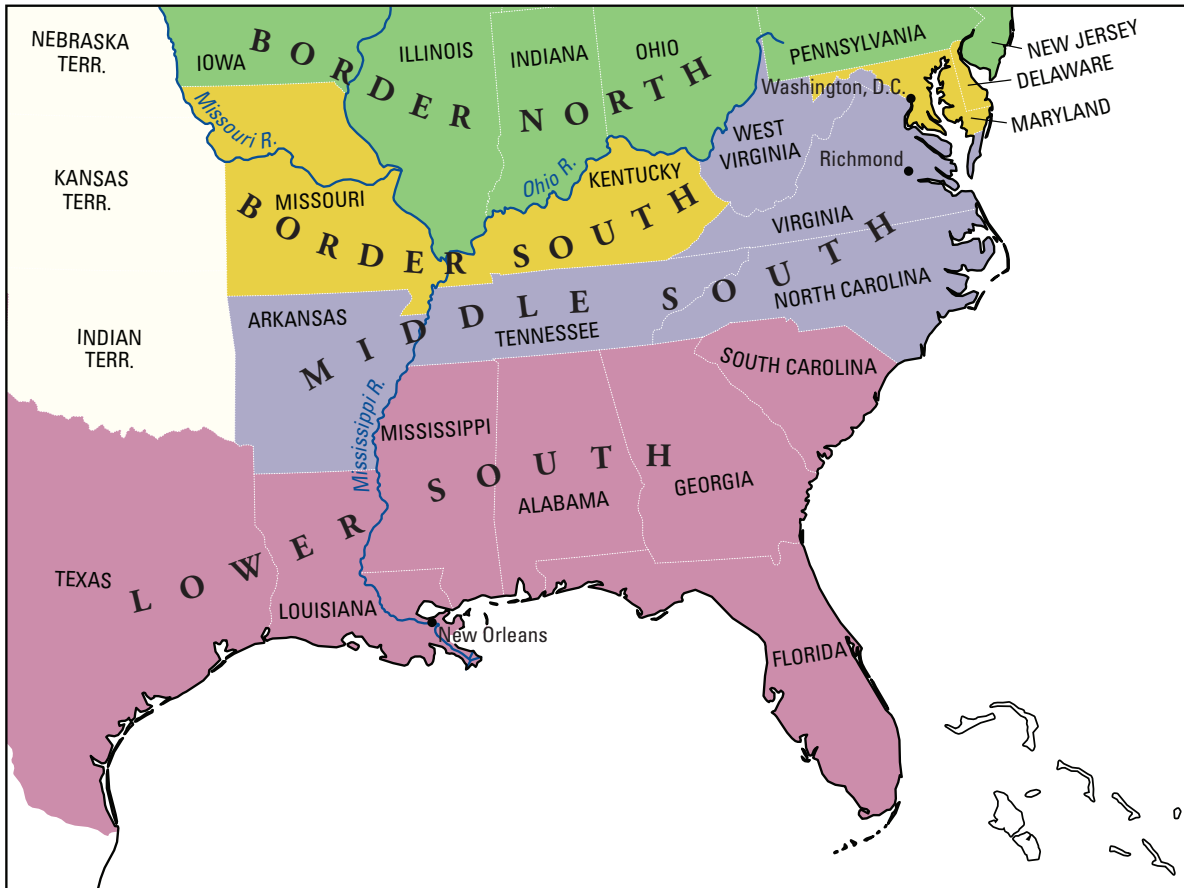
Original Document Source: Letter from Henry Clay to Stephen R. Miller dated July 1, 1844, reprinted in *The New York Times*, December 26, 1860. Available online at <http://www.nytimes.com/1860/12/26/news/what-henry-clay-thought-secession-henry-clay-stephen-r-miller-henry-clay-d.html>.

SECONDARY SOURCE ►

I.4

The Disunited South

First to secede were the seven states of the lower South, as shown on this map. Their economies were based on the huge and growing production of cotton. These states had the highest percentages of slaves and the largest plantations. The middle South put less stress on cotton and had fewer slaves. In the border South, slaveholders formed a smaller share of the population and did not control their states as completely as slaveholding planters in the rest of the South did. Border South slaveholders also had more reason to want to get along with their Northern neighbors.



Map: © Nystrom Education

Abolitionists in the 1850s called for an immediate end to slavery everywhere. Few American voters supported immediate abolition. However, many did hope that slavery would die out over time. They felt that would happen if slavery were simply limited to the states where it was already legal. Some expressed this hope by saying the South would in time be like a trapped scorpion stinging itself to death. In Congress, on January 25, 1860, Virginia representative Sherrard Clemens accused antislavery Republican representative Thaddeus Stevens of holding this hope. According to Clemens, Stevens said the Republican Party's goal was "to encircle the slave States of this Union with Free States as a cordon of fire, and that slavery, like a scorpion, would sting itself to death." This passage is from Clemens's speech that day.

Original Document

Now I put to him [Stevens] respectfully this question, whether in carrying out the program, which he has here to-day laid down as an authoritative exponent of the Republican party, while he affects to deny the power of Congress to interfere with slavery in the States under the Constitution—yet if his policy is carried out, whether to-day, to-morrow, or fifty years hence; if not a single new slave State is admitted into the Union; if slavery is abolished in the District of Columbia, in the Territories, in the arsenals, dockyards, and forts; if, in addition to that, his party grasps the power of the Presidency, with the patronage attached to it, and with the prestige of the Army and Navy calling upon the people of the South to be tried under the laws of the United States for treason—whether, if he did all this, would he not carry out the full extent of the remark which he made, that he would have slavery surrounded like . . . a scorpion with fire, and if it would not sting itself to death?

Adapted Version

Mr. Stevens denies that Congress has any power to interfere with slavery in the states. Yet I have a question for him about the Republican Party program as he described it here today. Under that program, no new slave states are to be admitted. Also, slavery is to be abolished in the District of Columbia, in the territories, in the arsenals, dockyards, and forts. Also if his party wins the Presidency, it will control all government jobs to be given out. Its Army and Navy will seek to try people of the South for treason. My question then is this: If the Republicans do all that would they not be carrying out fully his remark that slavery can be surrounded like a scorpion with fire so that it will then sting itself to death?

Original Document Source: Speech delivered by Sherrard Clemens to Congress on January 25, 1860, in *Congressional Globe*, 36th Congress, 1st Session, 586. Available online at <https://memory.loc.gov/cgi-bin/ampage?collId=llcg&fileName=051/llcg051.db&recNum=78>.

This passage is from a speech Jefferson Davis gave to the Mississippi Senate in November 1858. Davis was at that time a moderate among Southern politicians. He opposed Northern critics of the South and its slave-labor system. However, in 1858, he was not yet in favor of secession. In time, he came to support it. And in 1861, he became president of the Confederate States of America.

Original Document

The master mind of the so-called Republican Party, Senator Seward, has in a recent speech at Rochester, announced the purpose of his party to dislodge the Democracy from the possession of the federal Government, and assigns as a reason the friendship of that party for what he denominates the slave system. He declares the Union between the States having slave labor and free labor to be incompatible, and announces that one or the other must disappear. He even asserts that it was the purpose of the framers of the Government to destroy slave property, and cites as evidence of it, the provision for an amendment of the Constitution. He seeks to alarm his auditors by assuring them of the purpose on the part of the South and the Democratic Party to force slavery upon all the States of the Union. Absurd as all this may seem to you, and incredulous as you may be of its acceptance by any intelligent portion of the citizens of the United States, I have reason to believe that it has been inculcated to no small extent in the Northern mind. . . .

The same dangerously powerful man describes the institution of slavery as degrading to labor, as intolerant and inhuman, and says the white laborer among us is not enslaved only because he cannot yet be reduced to bondage. Where he learned his lesson, I am at a loss to imagine; certainly not by observation, for you all know that by interest, if not by higher motive, slave labor bears to capital as kind a relation as can exist between them anywhere; that it removes from us all that controversy between the laborer and the capitalist, which has filled Europe with starving millions and made their poorhouses an onerous charge. You too know, that among us, white men have an equality resulting from a presence of the lower caste, which cannot exist where White men fill the position here occupied by the servile race. . . .

I say to you . . . if it should ever come to pass that the Constitution shall be perverted to the destruction of our rights so that we shall have the mere right as a feeble minority unprotected by the barrier of the Constitution to give an ineffectual negative vote in the Halls of Congress, we shall then bear to the federal

CONTINUED

government the relation our colonial fathers did to the British crown, and if we are worthy of our lineage we will in that event redeem our rights even if it be through the process of revolution.

Adapted Version

The master-mind of the Republican Party, Senator Seward, recently said the purpose of his party is to end the Democratic Party's control of the federal government. Why? Because the Democratic Party is friendly toward what he calls the slave system. He says the Union cannot continue to be made up of states with slave labor and states with free labor. He even says the framers of the Constitution actually wanted to destroy slave property. He even tries to frighten people by saying the South and the Democrats want to force slavery on all the states. You may think this is absurd and that no one could believe it. Yet I believe it is a widely held view in the North.

This dangerously powerful man also describes slavery as degrading to labor. He says it is intolerant and inhuman. He says the white laborer is not enslaved only because he cannot yet be forced into bondage. I have no idea where he gets this idea. He certainly cannot base it on observation. You all know that both self-interest and higher motives lead slaveholders to treat slave labor in a kinder way than capitalists treat free labor. Slavery removes all conflict between the laborer and the capitalist. It is this conflict that has filled Europe with starving millions and made their poorhouses such a burden. You know that in the South, white men are all equal because we have a lower caste of black slaves. Such equality among whites cannot exist where white men do the work here done by a servile race.

We are a minority in the country and in Congress. If our rights are ever destroyed by removing the Constitution's protections to congressional minorities, we will then be like our colonial fathers were when they faced the British crown. If we are worthy of our heritage, we will redeem our rights—even if we have to do it in a revolution.

Original Document Source: Jefferson Davis, speech delivered to the Mississippi Senate, November 1858, in *Speeches of the Hon. Jefferson Davis, of Mississippi, Delivered during the Summer of 1858* (Baltimore: J. Murphy 1859). Courtesy of University of Wisconsin via Hathi Trust. Available online from Hathi Trust Digital Library at <https://babel.hathitrust.org/cgi/pt?num=55&u=1&seq=5&view=plaintext&size=100&id=wu.89062199047>.

PRIMARY SOURCE ▶

I.7

Lincoln's First Inaugural Address

On March 4, 1861, Abraham Lincoln was sworn in as president. These passages are from the inaugural address he gave that day.

Original Document

Apprehension seems to exist among the people of the Southern States that by the accession of a Republican Administration their property and their peace and personal security are to be endangered. There has never been any reasonable cause for such apprehension. Indeed, the most ample evidence to the contrary has all the while existed and been open to their inspection. It is found in nearly all the published speeches of him who now addresses you. I do but quote from one of those speeches when I declare that I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so.

Those who nominated and elected me did so with full knowledge that I had made this and many similar declarations and had never recanted them. . . .

[However, it is the case that] no State upon its own mere motion can lawfully get out of the Union; that resolves and ordinances to that effect are legally void, and that acts of violence within any State or States against the authority of the United States are insurrectionary or revolutionary, according to circumstances.

I therefore consider that in view of the Constitution and the laws the Union is unbroken, and to the extent of my ability, I shall take care, as the Constitution itself expressly enjoins upon me, that the laws of the Union be faithfully executed in all the States. . . .

In doing this there needs to be no bloodshed or violence, and there shall be none unless it be forced upon the national authority. The power confided to me will be used to hold, occupy, and possess the property and places belonging to the Government and to collect the duties and imposts; but beyond what may be necessary for these objects, there will be no invasion, no using of force against or among the people anywhere.

CONTINUED

Adapted Version

The Southerners seem to be afraid that the Republicans endanger their property and their peace and personal security. There is no reason for this fear. That should have been clear all along. It can be seen in all my speeches. As I said in one of those speeches, I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so. And I have no desire to do so.

Those who nominated and elected me knew full well that I have always made these promises and have never taken any of them back.

[However,] no State on its own can lawfully get out of the Union. Resolutions or state laws doing that are illegal. Acts of violence within any state or states against the authority of the United States are insurrectionary or revolutionary, depending on circumstances.

I believe that according to the Constitution and the laws, the Union is unbroken. As far as I am able, I shall do what the Constitution itself expressly demands of me. That is, I will see to it that the laws of the Union will be faithfully executed in all the states.

In my doing this, there needs to be no bloodshed or violence. There shall be none unless it is forced upon the national authority. I will use my powers to hold, occupy, and possess the property and places of the Government and to collect the duties and imposts. But beyond what may be necessary for these purposes, there will be no invasion. There will be no using of force against or among the people anywhere.

Original Document Source: Abraham Lincoln, First Inaugural Address. Available online from Yale University Law School, Avalon Project, at http://avalon.law.yale.edu/19th_century/lincoln1.asp.

PRIMARY SOURCE ▶

I.8

A Southerner Writes to a Northerner

A few days after Lincoln was elected, Georgian A. A. Echols wrote to Emory Washburn, former governor of Massachusetts. He had earlier visited Washburn during a tour of the North. This letter is dated November 12, 1860. In his letter, Echols shared his views about Southern reaction to Lincoln's election. This is a brief passage from that letter.

Original Document

Is it . . . the certainty of secession, which you are disposed to regard as unsound? To this I can only answer that I fear you are not well acquainted with the Southern people and Southern sentiment touching this question. Do you point to similar demonstrations heretofore made in the South and the means by which they were quieted as a refutation of my position? I answer that the present is unlike any case that has ever arisen amongst us. The ground of our action does not spring from any position taken in the canvass of questions in the National Councils; it is not in a shape to come within the scope of the Federal legislation—a question to be taken hold of and controlled in the character of a compromise for the pacification of the conflicting interests. It lies deeper, and broader, and comes up in a form more alarming and insulting to Southern interests and Southern honor than any that has ever preceded it. It assumes its most fearful character in the acts of your Sovereign States; it now proposes to seize the powers of the Federal Government and wield them by one Section of the country upon principles of hostility to the rights and interests of another Section; and it will be extreme folly and madness in my estimation for any man or party to adopt a course of action upon the supposition that the cotton states will not resist such aggression, even to the sundering of the last ties that bind them to the Federal Union.

CONTINUED

Adapted Version

Is it that you think secession is unlikely? I think you just do not know Southerners and Southern opinion very well. Are you saying I am wrong because similar Southern protests were quieted down in the past? I say the present is unlike any case in the past. The South's actions are not due to some question before the nation or some proposed law under discussion. It is not a matter that can be dealt with by a compromise that might pacify conflicting interests. It is a deeper and broader threat to us than that. It comes in a form more alarming and insulting to Southern interests and Southern honor than any that has ever come before. It takes its most threatening form in the actions of the sovereign states of the North. It is one section of the country seizing the powers of the federal government and using them to enforce principles hostile to the rights and interests of another section. In my opinion, it would be extreme folly and madness for any man or party to assume that the cotton states will not resist such aggression. They will resist even to the tearing apart of the last ties that bind them to the federal Union.

Original Document Source: A. A. Echols, "Letter to Governor Emory Washburn," MS 1151(M). Hargrett Rare Book and Manuscript Library, University of Georgia Libraries. Available online from Digital Public Library of America at <https://dp.la/item/f98dcd595066a7ab22845644d463be8c>.

For the first few months of 1861, Virginia refused to join the Confederacy. With Lincoln's First Inaugural Address and his first actions as president, however, attitudes in Virginia grew more hostile to the Union. One typical response there to Lincoln's First Inaugural Address is presented in this passage.

Original Document

Mr. Lincoln's Inaugural Address is before our readers—couched in the cool, unimpassioned, deliberate language of the fanatic, with the purpose of pursuing the promptings of fanaticism even to the dismemberment of the Government with the horrors of civil war. Virginia . . . has the denial of all hope of peace. Civil war must now come. Sectional war, declared by Mr. Lincoln, awaits only the signal gun from the insulted Southern Confederacy to light its horrid fires all along the borders of Virginia. No action of our Convention can now maintain the peace. She must fight. The liberty of choice is hers. She may march to the contest with her sister states of the South, or she must march to the contest against them. There is left no middle course. . . . Let not Virginians be arrayed against each other, and since we cannot avoid war, let us determine that together, as people of the same State, we will defend each other, and preserve the soil of the State from the polluting foot of the Black Republican invader.

Adapted Version

Mr. Lincoln's inaugural address is before our readers. It is couched in the cool, unemotional, deliberate language of the fanatic. Its purpose is to carry out the promptings of his fanaticism even if it means the dismemberment of the government and the horrors of civil war. Virginia now has to accept that there has been a denial of all hope of peace. Civil war must now come. Mr. Lincoln has declared sectional war. It waits only for the first clashes coming from the insulted Southern Confederacy to light its horrid fires all along the borders of Virginia. No action of our State Convention can now maintain the peace. Virginia must fight. The liberty of choice is hers. She may march to the contest with her sister states of the South. Or she must march to the contest against them. No middle course is left. Virginians must not be turned against one another. Since we cannot avoid war, let us determine that as people of the same state, we will defend one another. Let us preserve the soil of the state from the polluting foot of the Black Republican invader.

Original Document Source: From "The Declaration of War," *The Richmond Enquirer*, March 5, 1861, p. 2. Available online from the Internet Archive at <https://archive.org/details/richmondenqui18610305linc>.

A broadside ballad is a type of song or verse printed on one side of a sheet of paper. This broadside captures the mood of many Southerners at the start of the Civil War.

Original Document

Jeff. Davis in the White House

Ye Northern men in Washington,
Your administration, too—
Consider well what you are about,
And what you are going to do.
Yankees gained the day with foreigners,
Yet I am sure you'll rue the day,
When you meet the sons of Southern blood
In battle's proud array.

You now confine our commerce,
And say our ships shan't trade;
You first insulted Southerners,
By stealing of their slaves.
And when they dare maintain their rights,
The rights of all free men,
Old Lincoln with his Northern hordes,
Thinks he can coerce them.

Jeff. Davis is a brave man,
He will lead the Southern force;
I pity Lincoln's soldiers,
For I fear they will fare the worse;
He will show the Union shriekers,
The Union it is done—
The secession flag, ere many months,
Will wave o'er Washington.

Jeff. Davis in the White House,
What glorious news it will be;
Abe Lincoln in an inglorious flight,
In a baggage car we will see:
With Seward as conductor,
Gen. Scott as engineer,
Old Hicks, our traitor governor,
Following, panting in the rear.

Take my advice, ye Northern men,
Throw off old Lincoln's yoke;
Hurl down the tyrant from his seat,
Who dares this war evoke.
Recognize the Southern Confederacy,
Be brothers in heart and hand—
Peace, happiness and prosperity,
Will shower its blessing on our land.

Original Document Source: "Jeff. Davis in the White House." Available online from Wake Forest University Special Collections & Archives at <https://wakespace.lib.wfu.edu/handle/10339/364>.

Communicating Results and Taking Action

Communicating Results

- ◆ In small groups, design the front page of a Southern newspaper dated sometime just after Lincoln's election as president. The key headline should be "Will the South Secede?" Each group member should write a feature story or an editorial. Each story or editorial should include specific references to at least two of the primary sources for this lesson. At least two editorials should appear—one calling for secession and the other opposing it. Your group should post its newspaper front pages where the class can read and discuss them.
- ◆ Read Primary Sources 1.1, 1.2, and 1.3. The teacher will divide the class into groups: Half the students will take the part of Henry Clay and write a letter to James Hammond. The letter should explain where Clay does and does not agree with Hammond's "Cotton Is King" speech. The other half of the students will assume they are Hammond and reply to one of the student letters from Clay. You may want to read more about Clay or Hammond before completing this assignment. Also, if you are writing as Clay (who died in 1852), you must imagine that he was still alive in 1858, when Hammond wrote his speech.
- ◆ Read Abraham Lincoln's entire First Inaugural Address. Make two lists—one of details in the speech that Southerner secessionists would find most encouraging, and one of details secessionists would find most alarming. You will discuss the items on these lists with the class.

Taking Action

- ◆ Could there ever be a reason for a state to secede from the United States now or in the future? Research this question by looking for relevant magazine and newspaper articles or by searching the Internet. Collect relevant articles and make them available to the class as a whole. The teacher will divide the class into two groups. The first group will make a brief presentation supporting the idea that secession might be acceptable under some circumstances. The second group will make a brief presentation opposing this idea. Some students will be asked to take careful notes on this debate to use in completing the next assignment.
- ◆ Using the information from the previous assignment, write a letter to a newspaper expressing your views about one current conflict between a state and the federal government. The letter should summarize the conflict accurately and explain why the idea of secession is or is not reasonable as a way to resolve the conflict.

The Secession Rubric

Criteria	Unacceptable	Developing	Proficient	Excellent
Focus	Tries to respond to task instructions but lacks clear focus on a central idea or thesis	Addresses the task instructions adequately but focus on a central idea or thesis is uneven	Responds to the task instructions appropriately and convincingly; has a consistent focus on a central idea or thesis	Responds to all task instructions convincingly; has a clear and strong focus on a well-developed central idea or thesis
Research	Refers to some sources but fails to connect these in a relevant way to the task instructions	Refers to relevant sources well but does not always connect these clearly to the task instructions	Refers to relevant sources accurately and usually connects these to the task instructions and a central idea	Refers to relevant sources accurately and in great detail and connects these clearly to the task instructions and a central idea
Development and Use of Evidence	Uses some details and evidence from sources but does not make clear the relevance to the task purpose or instructions	Uses details and evidence from sources generally but not always in support of a clear focus relevant to the task purpose or instructions	Uses details and evidence from sources in a way that effectively supports a focus relevant to the task purpose or instructions	Uses details and evidence from sources along with clear explanations demonstrating deep understanding of the task purpose or instructions
Content	Refers to disciplinary content without clearly understanding it or while using it in an irrelevant or inaccurate manner	Refers to disciplinary content with some understanding but not always with a clear idea of its relation to the overall task	Accurately uses disciplinary content and demonstrates a clear idea of its relation to the overall task	Uses disciplinary content effectively and explains thoroughly and in-depth its relation to the overall task
Conventions	Demonstrates only limited control of standard English conventions, with many errors in spelling, punctuation, grammar, and other conventions	Demonstrates some command of standard English conventions with limited errors in spelling, punctuation, grammar, and other conventions	Demonstrates adequate command of standard English conventions with few errors in spelling, punctuation, grammar, and other conventions	Demonstrates a well-developed command of standard English conventions with few errors and a use of language appropriate to the audience and the purpose of the task

Primary Source Bibliography

- 1.1, 1.2 Hammond, James H. *Selections from the Letters and Speeches of the Hon. James H. Hammond, of South Carolina*. New York: John F. Trow, 1866.
- 1.3 Clay, Henry. "Letter to Stephen R. Miller," July 1, 1844. *The New York Times*, December 26, 1860.
- 1.5 Clemens, Sherrard. *Congressional Globe*, 36th Congress, 1st Session, January 25, 1860.
- 1.6 Davis, Jefferson. *Speeches of the Hon. Jefferson Davis, of Mississippi*, delivered during the Summer of 1858. Baltimore: J. Murphy, 1859.
- 1.7 Lincoln, Abraham. First Inaugural Address, March 4, 1861. Yale University Law School, Avalon Project.
- 1.8 Echols, A. A. "Letter to Governor Emory Washburn," MS 1151(M). Hargrett Rare Book and Manuscript Library, University of Georgia Libraries.
- 1.9 "The Declaration of War." *The Richmond Enquirer*, March 5, 1861, p. 2.
- 1.10 "Jeff. Davis in the White House." A broadside available online from Wake Forest University Special Collections & Archives.

Sources for Further Study

Erickson, Paul. *Daily Life on a Southern Plantation, 1853*. New York: Lodestar, 2000.

Kamma, Anna. *If You Lived When There Was Slavery in America*. New York: Scholastic, 2004.

Moore, Kay, and Anni Matsick. *If You Lived at the Time of the Civil War*. New York: Scholastic, 2006.

Sheehan-Dean, Aaron. *Why Confederates Fought: Family and Nation in Civil War Virginia*. Chapel Hill: University of North Carolina Press, 2009.



Civil War Soldiers

What Were They Fighting For?

Overview

Introduction

Civil War soldiers were a highly literate group. A very large share of them could read and write well, and they did a lot of both during the war. In particular, many thousands of them wrote letters and kept diaries that give us a unique window onto the thoughts of men in combat. They reflected on the course of the war at various points in time. They expressed their views on the causes of the great conflict. And they explained often, in eloquent ways, what motivated them to fight, to keep fighting, or to lose hope and give up fighting. The writings of Civil War soldiers are thus a valuable source of evidence in our effort to understand the Civil War. In this lesson, students will work with short passages from ten letters written by Civil War soldiers. These primary sources form the core content for a set of tasks that will help them better understand this tragic turning point in the nation's history.

Objectives

Students will work individually and in small groups to respond in a meaningful way to a compelling question about the soldiers' Civil War. They will apply discipline-specific background knowledge, use scaffolding, and engage in instructional activities to interpret primary sources before presenting their ideas to the class.

C3 Standards Addressed by This Lesson

- ◆ **D1.4.6-8.** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- ◆ **D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.
- ◆ **D2.His.5.6-8.** Explain how and why perspectives of people have changed over time.
- ◆ **D2.His.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- ◆ **D2.His.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- ◆ **D2.His.16.6-8.** Organize applicable evidence into a coherent argument about the past.
- ◆ **D2.Civ.8.6-8.** Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- ◆ **D2.Eco.7.6-8.** Analyze the role of innovation and entrepreneurship in a market economy.
- ◆ **D2.Geo.5.6-8.** Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- ◆ **D2.Geo.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- ◆ **D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- ◆ **D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.
- ◆ **D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

- ◆ **D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.
- ◆ **D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- ◆ **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- ◆ **D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Common Core Anchor Standards Addressed by This Lesson

- ◆ **CCSS.ELA-LITERACY.CCRA.R.1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.6.** Assess how point of view or purpose shapes the content and style of a text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- ◆ **CCSS.ELA-LITERACY.CCRA.W.7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- ◆ **CCSS.ELA-LITERACY.CCRA.SL.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Teaching Instructions

Compelling Question

What were the Civil War soldiers fighting for?

Preparation

Provide all students with a copy of the Introductory Essay. Assign this reading as homework. In addition, assign all relevant parts of your course textbook or other basic reading material. Remind students to keep the compelling question for the lesson in mind as they read.



Asking Questions about Civil War Soldiers

This part of the task stresses Dimensions 1 and 2 of the C3 Framework

Day One

1. Briefly discuss the Introductory Essay in class and address any initial questions students may have.
2. Distribute the How to Analyze a Primary Source handout. Review each suggestion with the class, and remind students to refer back to the handout as they read the primary sources in this lesson.
3. Divide the class into four small groups. Each group will focus its work on one of the four basic disciplines identified in Dimension 2 of the C3 Framework—history, civics, geography, or economics. As they work, the groups should keep in mind the lesson’s overall compelling question. However, for Day One and Day Two, each group will work mainly with a second compelling question—one related specifically to its assigned discipline.
4. Provide each group with one copy of its discipline-specific Assignment Sheet. Give each student a copy of all the primary sources for this lesson. Each group may share a primary source packet, if necessary.
5. Have students complete the Day One section of their Assignment Sheets. The objective for Day One is for groups to read three primary sources, and then formulate one supporting question about each of those sources. The supporting questions should be recorded in the spaces provided on the Assignment Sheet.



Applying Disciplinary Concepts and Evaluating Sources and Evidence

This part of the task stresses Dimensions 2 and 3 of the C3 Framework

Day Two

6. Students will return to their previously assigned groups and formulate a claim addressing their group’s compelling question. After reading the remaining seven primary sources, they will select one that supports their claim.

7. Using the evidence gathered from primary sources, each group will then prepare a brief (five- to ten-minute) presentation about Civil War soldiers from the group's disciplinary perspective. The presentation can be in the form of an oral report, a debate among group members, or a PowerPoint or similar type of presentation. Allow time for students to prepare by discussing and debating topics with the members of their group.

Day Three

8. Each group will deliver its presentation (prepared by the students as their final task on Day Two). Allow time for class discussion following each presentation, and for a final effort to answer the central compelling question for the lesson.



Communicating Results and Taking Action

This part of the task stresses Dimension 4 of the C3 Framework

Students will complete a final project that expresses an understanding of the topic and responds clearly to the lesson's central compelling question. The project may be completed in groups, but students should be evaluated individually.

Distribute the Communicating Results and Taking Action handout, and decide whether you will assign the projects or allow students to form groups and choose tasks on their own. Set a reasonable deadline. Students should review the Civil War Soldiers Rubric so they can understand how their performance will be evaluated. The projects are summarized below.

Communicating Results

- ◆ Students will compose a series of entries in a fictional diary of an imagined Civil War soldier. The entries should reflect a full understanding of the topic as it was dealt with by each student's disciplinary group.
- ◆ Students will create a written dialogue between the student and one of the letter writers among the sources for this lesson. The dialogue should demonstrate awareness of the evidence provided by the sources.
- ◆ A small group will maintain a collaborative journal containing a record of reactions to the letters for this lesson and responses by each of the group members to the others' statements. The journal entries should address various aspects of the major themes illustrated by the activity's sources. Each student should submit at least four separate entries.

Taking Action

- ◆ Ask students to locate and interview a veteran of a recent war. This person could be a relative or friend. Otherwise, veterans' organizations should be able to help locate potential interview subjects. Have students show the veteran one or more of the primary sources for this lesson. Ask students to record the veteran's observations, memories, and views. Have each student prepare a brief report to the class on how the veteran responded to the ideas expressed by the Civil War soldiers.

Introductory Essay

The Soldiers' Civil War



Dead soldiers in the aftermath of the Battle of Gettysburg

The Civil War was the most destructive war Americans ever fought. More than 600,000 soldiers died in it. Unlike other wars, Americans in the Civil War fought one another. One state fought the state next to it. Friends fought friends. In some cases, brother fought brother. In many battles, thousands of soldiers died in a single day's charges and retreats. Men plunged time and again into the face of withering rifle and cannon fire. After such battles, the fields were strewn with the dead and the wounded. The mournful cries of men dying on these fields haunted their fellow soldiers for the rest of their lives.

Why did men do this? Why did hundreds of thousands volunteer? Why did so many thousands of them sign up again when their three-year terms were up? Not all soldiers were volunteers, of course. Both North and South also had to rely on conscription. Thousands were drafted and ordered to fight. Some deserted. Many served only because they were forced to serve. Yet most of these draftees also fought willingly, even recklessly. Even the bravest also knew trembling, heart-pounding terror as they summoned up the courage to stand and fight.



The Battle of Antietam

It's not easy to explain why Civil War soldiers fought as fiercely as they did. Some historians look to the causes of the Civil War for an explanation. However, they do not all agree on what those causes were. Did the North and South break apart mainly over slavery? Did broader geographical differences lead to the split? Did economic differences between North and South cause it? Was the clash a showdown over the meaning of the Constitution—that is, was it an argument over how the federal government and the states were to divide power? Did Northern soldiers plunge into battle just to end slavery? Did they do it to save the Union? Did they refuse to

accept the South's right to secede? Did Confederate soldiers give their lives for the principle of states' rights? Did they view slavery as a positive good that made their society superior? Did they fight and die for their ideas about the Constitution and the freedoms won in the American Revolution? Were they moved by an ideal of a more traditional, old-fashioned Southern society?

Some historians say none of these ideals explains why men fought so fiercely in the Civil War. They say soldiers do not fight for patriotic ideals or for broad political goals. In their view, soldiers fight mainly for their own comrades. That is, they are mainly loyal to a "band of brothers." They fight for honor in the eyes of these comrades. Or they seek the thrill of violent conquest. Or they fight simply to avoid being seen as cowards. Many soldiers fought for their particular states or local communities. Some fought to protect their families and loved ones, not for the Union or Confederacy as a whole.

We may never understand fully why these men did what they did. However, there is one excellent source of evidence for their motives: their own words, as recorded in tens of thousands of diaries and letters written during the war itself. American Civil War soldiers were a highly literate group. Many of them could read and write well, and they did a lot of both during the war. Thousands of them wrote letters and kept diaries. They wrote about the experience of battle. They wrote about their comrades and superior officers. They wrote about camp life. They wrote about friends, family, and their longing for home. They also described the lands they marched through and the social life they observed in passing. They wrote about key battles and military strategy, political decisions by Union leaders in Washington, D.C., and Confederate leaders in Richmond, Virginia. They reflected on the course the war was taking. They expressed their views on the causes of the great conflict. And they often explained the reasons that motivated them to fight, to keep fighting, or to lose hope and give up fighting. These writings are a valuable source of evidence for how the nation split apart and why it fought such a long and destructive civil war.

In this lesson, you will examine a small sample of these letters and try to decide why American Civil War soldiers fought as they did. You need to handle this evidence with care, as any historian would. Keep in mind that these letters are a very small sample. They do not show us what all the soldiers felt. Also, people write for a purpose, and it is not always easy to tell what that purpose is. The letters may reflect deeply held views. Yet these soldiers may not have known fully what their views really were. Or they may have had other purposes. Perhaps they wanted to reassure loved ones, to brag or deceive, to make excuses and hide their true feelings. Interpreting these letters is not easy. This lesson gives you a chance to do this as best you can. It should help you better understand the Civil War from the ground up, so to speak—as the soldiers themselves saw it and thought about it.

Image source: Dead federal soldiers on battlefield, by Timothy H. O'Sullivan, 1863, courtesy of the Library of Congress, LC-B8184-7964-A.
Battle of Antietam, by Kurz and Allison, circa 1888, courtesy of the Library of Congress, LC-DIG-pga-01841.



History Group

GROUP MEMBERS:

Civil War Soldiers

Your group's task is to explore the history of the soldier's experience of the Civil War. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Was slavery a major factor in moving Union soldiers to fight as fiercely as they did in the Civil War?
3. Read and discuss Primary Sources 2.2, 2.3, and 2.6.
4. Read and discuss the following background information. Use the information to help complete the handout.

In 1854, the newly formed Republican Party opposed the spread of slavery into the Western territories. As a result, when Republican Abraham Lincoln became president in 1860, the South seceded. That is, it left the Union. The slavery issue clearly led to secession.

However, President Lincoln did not go to war against the South to end slavery. He told the South he would not interfere with slavery where it already existed. He went to war to preserve the union. That's what he felt the Constitution required. What of Union soldiers? What role did slavery play in leading them to fight and die in the Civil War? Was slavery evil in their eyes? And if they believed it was, what were their views about race? Were black slaves equal to whites? Were they entitled to equal rights as citizens? It is not easy to say what Union soldiers thought about these questions. Nor is it easy to say how their views changed as the war went on. For example, how did Lincoln's Emancipation Proclamation affect their views? That proclamation freed some slaves, but not all. Did it turn the war into a crusade to end slavery?

After all these years, historians still argue about these questions. None of them is easy to answer.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 2.2

Primary Source 2.3

Primary Source 2.6

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Was slavery a major factor in moving Union soldiers to fight as fiercely as they did in the Civil War?

State your group’s claim here:

7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group’s compelling question. Use the space below for notes or to create an outline of your group’s presentation.



GROUP MEMBERS:

Civil War Soldiers

Your group's task is to explore some civics-related questions regarding the views of Civil War soldiers. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

In the Civil War, both North and South saw themselves as fighting for the Constitution and for the ideals of the American Revolution. Could they both have been right?
3. Read and discuss Primary Sources 2.1, 2.3, and 2.10.
4. Read and discuss the following background information. Use the information to help complete the handout.

Abraham Lincoln said the South's attempt to leave the Union was wrong. He saw it as an attack on the U.S. Constitution. The Constitution gave Americans a system of liberty based on law. "Ordered liberty" is the phrase some use for this idea. According to constitutional laws, a fair election was held in 1860. Yet the South left because it did not like the results of that election. Lincoln called this "the essence of anarchy." He said the South was betraying the American Revolution and everything the colonists fought for in that struggle. Southerners disagreed. In their view, the Constitution was an agreement between fully independent states. If those states felt the agreement was being violated, they had a right to get out of it. The South said it was Lincoln who betrayed the Constitution. He did this by threatening the South's basic property rights—property in the form of slaves, that is. Southerners said they were the ones defending the true spirit of the American Revolution. They were defending the Constitution as a

limited compact. This was what its framers wanted. Both sides believed they were fighting for basic American concepts of law and liberty.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 2.1

Primary Source 2.3

Primary Source 2.10

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

In the Civil War, both North and South saw themselves as fighting for the Constitution and for the ideals of the American Revolution. Could they both have been right?

State your group's claim here:

7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's compelling question. Use the space below for notes or to create an outline of your group's presentation.



Economics Group

GROUP MEMBERS:

Civil War Soldiers

Your group's task is to explore some economic aspects of the views of Civil War soldiers. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

By 1860, there were major economic differences between the U.S. North and South. How did these differences affect the ideas and experiences of Civil War soldiers on both sides?

3. Read and discuss Primary Sources 2.4, 2.5, and 2.9.
4. Read and discuss the following background information. Use the information to help complete the handout.

Between 1830 and 1860, factories, machinery, canals, and railroads spread throughout the North. Millions of Irish and German immigrants arrived in the North in those years. Many settled in cities, adding to their rapid growth. Along with native-born Americans, many immigrants became farmers in the Midwest. Farming remained the number-one activity. The family-owned small farm was typical. However, new farm machinery, roads, canals, and rails helped farmers do well. Increasingly, they produced goods for sale to the nation and the world. Big problems of poverty and crime appeared in the cities. Yet the North as a whole prospered.

Industry also enriched the South. However, its economy was mainly agricultural. Slave-produced cotton was all-important. The South sold this crop worldwide—especially to British and New England textile manufacturers. A few planters owned many dozens of slaves each. Many others owned only one or two. Northerners saw the South as

backward. It really wasn't. Its population lagged behind the North's. So also did its ability to provide its own industrial or consumer goods. Yet even counting slaves, its average per-person income was similar to the North's. Slavery was a horrible injustice; at the same time, it helped give the South a strong economy.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 2.4

Primary Source 2.5

Primary Source 2.9

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

By 1860, there were major economic differences between the U.S. North and South. How did these differences affect the ideas and experiences of Civil War soldiers on both sides?

State your group’s claim here:

7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group’s compelling question. Use the space below for notes or to create an outline of your group’s presentation.



Geography Group

GROUP MEMBERS:

Civil War Soldiers

Your group's task is to explore geographical aspects of the experiences of Civil War soldiers. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

How did geographical factors and regional differences affect the way Confederate and Union soldiers experienced the Civil War?
3. Read and discuss Primary Sources 2.4, 2.7, and 2.8.
4. Read and discuss the following background information. Use the information to help complete the handout.

One major way geography affected the Civil War has to do with size. The huge size of the two regions would have made either one a large nation all by itself. This made the North's task enormous. How could it conquer such a huge region? Moreover, the Appalachian Mountains split the region. Fighting in Virginia was cut off from the fighting along the Mississippi River or down into the heart of Dixie through Atlanta, Georgia, to the sea. The South was sure it could wait out the North until it grew tired and gave up. The North did not give up, but to win, it had to conquer a vast area. It took a truly ruthless and destructive war to do this.

Geography and economics are hard to separate. Because of the South's climate and soil, it was mainly rural. It sold its cotton and other staple crops all over the world. Most of its resources went into agriculture and slaves; much less went into industry. It built far fewer railroads. Those it did build usually connected agricultural regions directly to seaports rather than interconnecting the whole region. Meanwhile, the Erie Canal and the railroads linked the Northeast and the Midwest into one huge commercial

system. Immigrant labor fueled Northern population growth. Over time, its greater resources and numbers gave the North the advantage it needed to win the war.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 2.4

Primary Source 2.7

Primary Source 2.8

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

How did geographical factors and regional differences affect the way Confederate and Union soldiers experienced the Civil War?

State your group's claim here:

7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's compelling question. Use the space below for notes or to create an outline of your group's presentation.

How to Analyze a Primary Source

For this lesson, you will be studying several primary source documents. This handout offers suggestions for how best to read and analyze historical primary sources. Studying such sources is challenging. They were created in a different time and place. Their language and use of certain key terms often differ from ours. They assume things we might not accept. They arise out of historical circumstances and settings that differ greatly from our own times. To use such sources as evidence, you need to apply some special historical thinking skills and habits. Here are some guidelines to help you do this.

◆ *Question the source*

Since no primary source was written with you and your interests in mind, you need to be clear about what you are looking for when you examine a source. You need to stay in charge of the investigation. Act like a detective, and ask questions. Above all, keep your own most important compelling questions in mind as you read and think about a source.

◆ *Consider the source's origins*

This is often simply called “sourcing.” It means asking who created the source, when and where the source was created, and why. If you know the source’s purpose, you will be more likely to see how it is shaped by its creator’s point of view. Among other things, sourcing can help you decide how reliable or typical a source might be.

◆ *Contextualize the source*

“Context” here means the broader historical setting for the source. Sources are always a part of a larger historical context. You need to consider how this context helps clarify the meaning of the source. You also need to decide which context is most important. Sources might be understood best in connection with a local context or a recent event. Alternatively, they might be understood better within a national or international context, or as part of a long-term trend in society at large. Your guiding questions should help you decide which context is most important.

◆ *Corroborate the source*

This means you must think about your source in relation to other sources. Does the source agree with or support those other sources, or does it seem to be at odds with the other sources? Might there be additional sources, which have not been provided to you, that could support or conflict with your source?

◆ *Above all, read the source carefully*

Look at language closely. Pay attention to images, emotional language, metaphors, and other literary devices. Think about what is implied, not merely what is stated or claimed in so many words. Think about what is left out as well as what is included. Make inferences based on your close reading. This will help you get more out of your source than even the source’s creator might have seen in it.

Samuel Evans, a private in the 70th Ohio Infantry wrote a letter to his father dated September 13, 1863.

Original Document

[I am fighting for] the cause of the constitution and law. . . . Admit the right of the seceding states to break up the Union at pleasure . . . and how long will it be before the new confederacies created by the first disruption shall be resolved into still smaller fragments and the continent become a vast theater of civil war, military license, anarchy, and despotism? Better settle it at whatever cost and settle it forever.

Adapted Version

I am fighting for the cause of the constitution and law. Suppose we grant the seceding states a right to break up the Union at pleasure. How long will it be before the new Southern Confederacy created by this first crisis leads to other, smaller groups of states seceding? In time, the whole continent will become a vast theater of civil war, unrestrained military activity, anarchy, and despotism. Better settle it at whatever cost and settle it forever.

Original Document Source: Adapted Samuel Evans's letter to his father dated September 13, 1863, in *For Cause & Comrades: Why Men Fought in the Civil War*, by James M. McPherson (New York: Oxford University Press, 1992), 112.

James Maclay on the Emancipation Proclamation

This passage is from a March 6, 1863, letter by Pennsylvania Union soldier James Hemphill Maclay. In it, Maclay reacts to the Emancipation Proclamation, officially issued on January 1, 1863. The Proclamation announced that in areas still in rebellion against the Union, slaves were to be freed.

Original Document

But I hope this War will soon terminate. . . . But we will have many hard battles to fight yet before we close this War. I am afraid we will have some bigger fight than we have had yet. Since the Present Proclamation I am nothing . . . for Uncle Sam. What does he care for a white soldier? Nothing. They have done nothing in Washington this winter but talk on the Negro question. I think if the North ever wants peace they will have every man shoulder his rifle or musket & march down through Dixie & back to Washington and burn it. Then we may talk peace.

Adapted Version

I hope this war will soon end. . . . But we will have some bigger fights than we have had yet. Since the present Emancipation Proclamation I am no longer for Uncle Sam or for President Lincoln's government. What do they care for a white soldier? Nothing. The political leaders in Washington have done nothing this winter but talk on the Negro question. I think if the North ever wants peace they ought to just have every man shoulder his rifle or musket and march down through Dixie and back to Washington and burn it. Then we may talk peace.

Original Document Source: Letter from James Hemphill Maclay, reprinted in "James Hemphill Maclay: His Civil War Letters," edited by Richard M. Rogers, 1997. Available online from The Civil War Archive at <http://www.civilwararchive.com/LETTERS/james.htm#maclay>.

A Union Surgeon Writes to His Wife

In several Midwestern states, many 1862 election victories went to candidates critical of President Lincoln and his conduct of the Civil War. Seneca B. Thrall was an Ohio Union soldier, serving as assistant surgeon in the 13th Iowa Infantry. This passage is adapted from a longer letter to his wife sent from Tennessee on November 15, 1862.

Original Document

A very large majority of that portion of the army that I am with, and able to judge of their opinions, are unqualifiedly in favor of any and all measures for the vigorous prosecution of the war. A very large majority endorse the President's Proclamation on emancipation. They regard it as a military expedient and necessity to crush out the rebellion, and are in favor of its enforcement. . . . It is a common saying here that if we are whipped, it will be by Northern votes, not by Southern bullets. The army regard the result of the late elections as a[t] least prolonging the war; as giving to England and France just cause of interference, and if by any possible means a compromise should now be effected, that it would only be a temporary peace. They, almost to a man, are in favor of putting the thing through while they are at it and not leave the work to be done ever again in a few months or years. The army is in favor of the emancipation message and views, not because they favor abolition of slavery, or the freedom of the Negro, but because the Rebels use them as essential aids to their cause. . . .

Adapted Version

As best I can tell, most of the army is for whatever allows us to fight this war as forcefully as we can. Most back the President's Emancipation Proclamation. They see it as a military tactic necessary to crush the rebellion, and they want it enforced. It is a common saying here that if we are to be whipped, it will be by Northern votes [against Lincoln], not by Southern bullets. The army fears the 1862 elections, which hurt Lincoln, could prolong the war. They could give England and France a reason to interfere in favor of the South and force a compromise settlement. But that would give us only a temporary peace. Almost all the soldiers are in favor of finishing the job now. We should not leave it to be done again in a few months or years. The army favors the Emancipation Proclamation not because they want the Negro freed, but because so far the Rebels are using their black slaves to help them in their cause.

Original Document Source: Letter from Seneca B. Thrall to his wife on November 15, 1862, "Civil War Voices: Soldier Studies." Available online at http://www.soldierstudies.org/index.php?action=view_letter&Letter=954.

A Louisiana Soldier Defends the Confederacy

Rufus W. Cater of Louisiana was a planter fighting as a Confederate soldier when he wrote this passage in a letter to his cousin Fanny on June 26, 1861. This passage has been adapted for readability.

Original Document

Have we not all the elements that go to constitute a great nation. A soil that yields a hundredfold to the hand of industry; a climate which none can surpass in salubrity; resources that might well be compared to the wealth of a Croesus, all this is ours. What an extensive sea and gulf coast indented with safe and capacious harbors! What great facilities for transportation in the deep and broad rivers that irrigate our beautiful country. And what is better than all this, a brave and enlightened people. A people who with an amazing rapidity change a wilderness to a smiling garden, who maintain themselves with one hand and with the other clothe the world.

Adapted Version

We have all the elements that go to make up a great nation. Our soil yields a plentiful harvest when it is worked industriously. We have a climate second to none in healthfulness. Our natural resources make us wealthier than any others. All this is ours. We have such an extensive sea and gulf coast indented with safe and spacious harbors! What great means of transportation we have in the deep and broad rivers that irrigate our beautiful country. Even better is our brave and enlightened people. A people who have changed a wilderness into a smiling garden in such a short time. A people who maintain themselves with half our effort and clothe the world with the other half.

Original Document Source: Letter from Rufus W. Cater to his cousin dated June 26, 1861, in *Civil War Soldiers*, edited by Reid Mitchell (New York: Viking, 1988), 7.

A Union Soldier Describes Maryland

In this diary entry for September 14, 1862, Union soldier Henry Tisdale described the Maryland landscape and society he was marching through.

Original Document

The country through which we have passed is very fine in natural scenery, interspersed with fine farms and woodland, the latter more of a true forest style than our Northern woods, having much less underbrush and rocks, and the wood much larger. Passed through two or three small villages; these and the farm dwellings and buildings we have passed are far from equaling in style or taste those of the North, showing many of them in a dilapidated appearance, and far more whitewash than paint. One feels already the taint of slavery upon the land in the somehow thriftless and want of enterprising look of the country. Our march through Frederick, MD yesterday and by moonlight, over the hills and beyond it was very fine. The scenery from these hills delightful. This morning was opened with the booming of cannon and during the day thus far troops have been passing by our camp in one continued stream. It is hard to feel it the Sabbath. Prospects of our getting into action before night multiply causing a sort of feverish excitement to come over me. Help me my heavenly Father to do my duty in thy fear and for glory for Christ's sake, Amen.

Adapted Version

We passed through the Maryland countryside. Its natural scenery is interspersed with fine farms and woodland. That woodland is more of a true forest style than our Northern woods, with much less underbrush and fewer rocks, and much more woods. We marched through two or three small villages. These and the farm dwellings and buildings we passed are not equal in style or taste to those of the North. Many are dilapidated, with far more whitewash than paint. We could sense the disgrace of slavery upon the land in what seemed a thriftless, lazy, unindustrious look to the country. This morning opened with booming cannon. During the day troops have been passing by our camp in one continued stream. It is hard to feel it is the Sabbath. Chances of our getting into action before night are increasing, causing a sort of feverish excitement to come over me. Help me my heavenly Father to do my duty in thy fear and for glory for Christ's sake, Amen.

Original Document Source: Adapted from Henry W. Tisdale, *Civil War Diary of Sergeant Henry W. Tisdale, Company I, Thirty-Fifth Regiment, Massachusetts Volunteer Infantry, 1862-1865*, edited by Frederick C. Tisdale and Margaret H. Tisdale. Available online at <http://civilwardiary.net/>.

PRIMARY SOURCE ►

2.6

Calvin Enslow's Thoughts about Slavery

This is a slightly adapted version of part of a letter from Union soldier Charles Calvin Enslow of Illinois to Martha Enslow, probably written in November 1863.

Original Document

I advocate the entire abolition of slavery, and I believe in equalizing the negro with the white man so far as life, liberty, and the pursuit of happiness is concerned, and no farther. . . . [Negroes] above all others have been hard laborers earning a home in the South, they have always been here, they are acclimated to this one climate, and the white people have never learned to work and could not live without the negro therefore, I say keep them in this part of the country, let the white people pay them reasonable wages, let the negro have schools all over the country so he may educate his children. . . . [Then] let the United States buy them some country and they would gladly go there by their own choice, and they would make room for almost five million white laborers who are now born down and trod upon in Europe.

Adapted Version

I favor the entire abolition of slavery. I also believe in equalizing the Negro with the white man so far as life, liberty, and the pursuit of happiness is concerned, and no farther. Negroes above all others have been hard-working laborers earning a home in the South. They have lived all their lives here, and they have adjusted to the South's climate. The white people in the South have never learned to work and could not live without the Negro. Therefore, I say keep the Negroes in this part of the country. Pay them reasonable wages. Give them schools so they may educate their children. Then let the United States buy them some country. They will gladly go there by their own choice. If they do, that will make room for almost five million white laborers who are now kept down and trod upon in Europe.

Original Document Source: Letter from Charles Calvin Enslow to Martha Enslow, in *Civil War Soldiers*, edited by Reid Mitchell (New York: Viking, 1988), 129–130.

An Indiana Soldier in Nashville, Tennessee

This passage is adapted from part of a letter from Union soldier James Barton in the 25th Indiana Volunteer Infantry. He was writing from Nashville, Tennessee, on May 8, 1864, to Joseph Saberton in another company in the 25th Indiana Volunteer Infantry.

Original Document

I am happy to say these few lines leave me in good health at present thank God for it. We are now at Nashville waiting for our equipments then I expect we will start for Decatur Alabama where our division is at. We have had a long railroad ride since we left Old Hoosier. We went to Cairo and stayed 2 days. We was then ordered from there to Nashville so we had to take the railroad for it from Cairo. We took the Illinois Centrale till we came to the crossing of the Ohio and Miss. Then we went on the Ohio and Mississippi to Mitchell away on the other side of Vincennes then we took the New Albany and Tabem road to New Albany then we crossed the river to Louisville and then came on the Louisville and Nashville road to here where we are at present, but I expect we will leave here tomorrow for the field. I heard yesterday at our ole division had a hard fight a few days ago. Send me word how Joe is getting along and all the boys and all the news you can pick up.

Adapted Version

I am in good health at present, thank God for it. We are now at Nashville waiting for our equipment. Then I expect we will start for Decatur, Alabama, where our division is at. We have had a long railroad ride since we left Indiana. We went first to Cairo, Illinois, and stayed two days. We were then ordered to travel from there to Nashville, Tennessee. We had to take the railroad there from Cairo. We took the Illinois Central till we came to where the Ohio River runs into the Mississippi River. Then we went on the Ohio and Mississippi to Mitchell, Indiana, away on the other side of Vincennes. Then we took the New Albany and Tabem road to New Albany. Then we crossed the river to Louisville, Kentucky, and then came on the Louisville and Nashville road to here [Nashville], where we are at present. I heard yesterday that our old division had a hard fight a few days ago. Send me word how Joe is getting along and all the boys and all the news you can pick up.

Original Document Source: Letter from Union soldier James Barton to Joseph Saberton, May 8, 1864. Available online from the Civil War Archive at <http://www.civilwararchive.com/LETTERS/saberton.htm>.

This June 25, 1863 entry is slightly adapted for readability. It is from the diary of Confederate soldier James E. Green as he marched through parts of Pennsylvania in 1863, just before the Battle of Gettysburg. Green describes the people, climate, and agriculture of Pennsylvania and expresses uncertainty as to where the army will march next.

Original Document

We were aroused by the long Roll at 12 O'clock this morning took the Road (ie) the Turnpike for Shippensburg. As one Brigade (viz) Daniels to take possession of the Town. For our cavalry run the yank out the Eav before & wanted to go on. So we marched in quick time to said place, the distance of 10 or 12 miles. We arrived here this morning at 7. The people of Shippensburg looked mad at us as usual in this country. This is a fine Country the fields all covered with the finest Wheat I ever saw. Clover, Herds grap, Oats, Corn &c &c. This is a thickly settled Country, and a bondance of little Towns - The buildings is of Brick & stone chiefly. The growth is Oak, Hickory & Black Walnut. And the People Generly Ugly. They are a mixed People, Dutch, Irish, &c. I dont know long we will stay here, nor where we will go when we leave here. We will be apt to wait here until the Rest of our Division comes up with us. There has been a bondance of rain lately it Rains every day or two.

Adapted Version

We had to get up at 12 o'clock this morning. We took the turnpike to Shippensburg, Pennsylvania, to take possession of the town. Our cavalry had run the Union troops out the evening before and wanted to go on. So we marched in quick time a distance of 10 or 12 miles. We arrived here this morning at 7. The people of Shippensburg looked mad at us as usual in this country. This is a fine country, the fields all covered with the finest wheat I ever saw. Clover, herds, grapes, oats, corn, etc., etc. This is a thickly settled country with many little towns. The buildings are of brick and stone chiefly. The growth is oak, hickory, and black walnut. The people are generally ugly. They are a mixed people, Dutch, Irish, etc. I don't know how long we will stay here, or where we will go when we leave here. We will be apt to wait here until the rest of our division comes up with us. There's been a lot of rain lately. It rains every day or two.

Original Document Source: Adapted from James E. Green's diary dated June 25, 1863. Available online from The Valley of the Shadow Letters and Diaries collection at <http://valley.lib.virginia.edu/papers/FD4503>.

A Confederate Writes Just Days before His Death

A passage from a letter by a Confederate lieutenant, the Reverend Nathaniel D. Renfroe, in the Army of Northern Virginia. Renfroe was killed in the Battle of Fredericksburg on December 13, 1862. This letter was written earlier in December of that year.

Original Document

We have just completed another march of one hundred and seventy miles, crossing two awful mountains in the time. We were twelve days on the march. I had no wagon, or horse, or any other means of transportation, except my feet for myself and baggage. We rested, only at night—rising at 4:30 in the morning and marching until sunset. I suffered much—frequently thinking that I would fall out and rest. But when I would look through the company and see several men barefooted and still keeping up, it would stimulate me, and I would press on. The tramp finished my boots, and both my feet are on the ground, and but little prospect of getting any shoes soon. But it is my duty to bear a little hardness as a good soldier of Jesus Christ, and submit to it cheerfully, and without a murmur in view of my country's freedom and the honor of my religion.

Adapted Version

We have just completed another march of one hundred and seventy miles, crossing two awful mountains in that time. The march took us twelve days. I had no wagon, horse, or other means of transportation, except my feet, to carry myself and baggage. We rested only at night—rising at 4:30 in the morning and marching until sunset. I suffered much—frequently thinking that I would fall out and rest. But when I would look through the company and see several men barefooted and still keeping up, it would inspire me, and I would press on. The journey destroyed my boots, and both my bare feet are on the ground, with little prospect of getting any shoes soon. But it is my duty to bear a little hardness as a good soldier of Jesus Christ, and submit to it cheerfully without complaint, to support my country's freedom and the honor of my religion.

Original Document Source: Letter from the Reverend Nathaniel D. Renfroe, in *The Tennessee Brigade: A History of the Volunteers of the Army of Northern Virginia*, edited by Randy Bishop (Bloomington, IN: Rooftop, 2007), 139–140. Available online at https://books.google.com/books/about/The_Tennessee_Brigade.html?id=xuq2FN4ML4AC.

PRIMARY SOURCE ▶

2.IO

"Nothing but desolation and ruin"

This passage is part of a letter that Confederate soldier William J. Crook of Tennessee wrote to a cousin on December 2, 1862. The letter was sent from Murfreesboro, Tennessee.

Original Document

Nothing but desolation and ruin follows in the wake of their polluting footsteps—too cowardly to meet in honorable warfare those who have dared to buckle on the shield and helmet to battle for all that is sacred beneath a Southern sky, for our rights as freemen, our country as it was given us by the patriot fathers of the first Revolution and last but not least for the honor and virtue of the noble South whose generous sympathy and self-sacrificing devotion to the cause of their country's honor will make them the theme of poetry and song for ages yet to come.

Adapted Version

Nothing but desolation and ruin follows in the wake of the Union forces' polluting footsteps. They are too cowardly to meet in honorable warfare our soldiers, who have dared to buckle on the shield and helmet to battle for all that is sacred beneath a Southern sky, for our rights as freemen, our country as it was given us by the patriot fathers of the first Revolution, and last but not least for the honor and virtue of the noble South, whose generous sympathy and self-sacrificing devotion to the cause of their country's honor will make them the theme of poetry and song for ages yet to come.

Original Document Source: Letter from William J. Crook to his cousin dated December 2, 1862. Available online from "Civil War Voices: Soldier Studies" at http://www.soldierstudies.org/index.php?action=view_letter&Letter=530.

Communicating Results and Taking Action

Communicating Results

- ◆ Compose a series of entries in a fictional diary of an imagined Civil War soldier. The entries should reflect a full understanding of the topic as it was dealt with by your disciplinary group.
- ◆ Create a written dialogue between the you and one of the letter writers among the sources for this lesson. The dialogue should demonstrate your awareness of the evidence provided by the primary sources.
- ◆ A small group of students will maintain a collaborative journal containing a record of reactions to the letters for this lesson and responses by each of the group members to the others' statements. The journal entries should address various aspects of the major themes illustrated by the activity's sources. Each student will submit at least four separate entries.

Taking Action

- ◆ Locate and interview a veteran of a recent war. This person could be a relative or a friend. Otherwise, veterans' organizations should be able to help you locate potential interview subjects. Show the veteran one or more of the primary sources for this lesson. Record the veteran's observations, memories, and views. Then prepare a brief report to the class on how the veteran responded to the ideas expressed by the Civil War soldiers.

The Civil War Soldiers Rubric

Criteria	Unacceptable	Developing	Proficient	Excellent
Focus	Tries to respond to task instructions but lacks clear focus on a central idea or thesis	Addresses the task instructions adequately but focus on a central idea or thesis is uneven	Responds to the task instructions appropriately and convincingly; has a consistent focus on a central idea or thesis	Responds to all task instructions convincingly; has a clear and strong focus on a well-developed central idea or thesis
Research	Refers to some sources but fails to connect these in a relevant way to the task instructions	Refers to relevant sources well but does not always connect these clearly to the task instructions	Refers to relevant sources accurately and usually connects these to the task instructions and a central idea	Refers to relevant sources accurately and in great detail and connects these clearly to the task instructions and a central idea
Development and Use of Evidence	Uses some details and evidence from sources but does not make clear the relevance to the task purpose or instructions	Uses details and evidence from sources generally but not always in support of a clear focus relevant to the task purpose or instructions	Uses details and evidence from sources in a way that effectively supports a focus relevant to the task purpose or instructions	Uses details and evidence from sources along with clear explanations demonstrating deep understanding of the task purpose or instructions
Content	Refers to disciplinary content without clearly understanding it or while using it in an irrelevant or inaccurate manner	Refers to disciplinary content with some understanding but not always with a clear idea of its relation to the overall task	Accurately uses disciplinary content and demonstrates a clear idea of its relation to the overall task	Uses disciplinary content effectively and explains thoroughly and in-depth its relation to the overall task
Conventions	Demonstrates only limited control of standard English conventions, with many errors in spelling, punctuation, grammar, and other conventions	Demonstrates some command of standard English conventions with limited errors in spelling, punctuation, grammar, and other conventions	Demonstrates adequate command of standard English conventions with few errors in spelling, punctuation, grammar, and other conventions	Demonstrates a well-developed command of standard English conventions with few errors and a use of language appropriate to the audience and the purpose of the task

Primary Source Bibliography

- 2.1 McPherson, James M. *For Cause & Comrades: Why Men Fought in the Civil War*. New York: Oxford University Press, 1992.
- 2.2 Rogers, Richard M., ed. "James Hemphill Maclay: His Civil War Letters," 1997. Available online from The Civil War Archive.
- 2.3 Thrall, Seneca B. "Letter from Thrall, Seneca B." November 15, 1862. Available online from Civil War Voices: Soldier Studies.
- 2.4 Mitchell, Reid, ed. *Civil War Soldiers*. New York: Viking, 1988.
- 2.5 Tisdale, Henry W. *Civil War Diary of Sergeant Henry W. Tisdale, Company I, Thirty-Fifth Regiment, Massachusetts Volunteer Infantry, 1862–1865*. Edited by Frederick C. Tisdale and Margaret H. Tisdale. Available online from Civilwardiary.net.
- 2.6 Mitchell, Reid, ed. *Civil War Soldiers*. New York: Viking, 1988.
- 2.7 Barton, James. "James Barton to Joseph Saberton." May 8, 1864. Available online from The Civil War Archive.
- 2.8 Green, James. "Diary of James E. Green (1863)." June 25, 1863. Available online from Franklin County, The Valley of the Shadow Letters and Diaries.
- 2.9 Bishop, Randy, ed. *The Tennessee Brigade: A History of the Volunteers of the Army of Northern Virginia*. Bloomington, IN: Rooftop, 2007.
- 2.10 Crook, William J. "Letter from Crook, William J." December 2, 1862. Available online from Civil War Voices: Soldier Studies.

Sources for Further Study

Chang, Ina. *A Separate Battle: Women and the Civil War*. New York: Puffin Books, 1996.

Murphy, Jim. *The Boys' War: Confederate and Union Soldiers Talk about the Civil War*. New York: Clarion Books, 1990.

Ray, Delia. *Behind the Blue and Gray: The Soldier's Life in the Civil War*. New York: Puffin Books, 1996.

Sheehan-Dean, Aaron. *Why Confederates Fought: Family and Nation in Civil War Virginia*. Chapel Hill: University of North Carolina Press, 2009.



The Emancipation Proclamation

Was It Really about Ending Slavery?

Overview

Introduction

On January 1, 1863, President Lincoln issued the final version of the Emancipation Proclamation. It was by then ready to be fully enforced. It did not free all the slaves, only those in areas still in rebellion. In other words, it freed slaves only where Union forces, at that time, could not yet help them. This led some historians to conclude that Lincoln acted merely out of political necessity and not because he cared that much about freeing the slaves. Other historians have come to very different conclusions. Lincoln issued the proclamation under his authority as commander in chief of the Army and Navy, under Article II, Section 2, of the U.S. Constitution. That is, he used special wartime powers that gave him legal grounds for taking the measures he did. He hoped this authority would protect his actions against a Supreme Court decision to overrule any congressional confiscation act. Was ending slavery always Lincoln's goal? Or did he issue his proclamation just to help win the war and keep the Union together? That is the compelling question for this lesson. Students will work with short passages from primary sources. These primary sources form the core content for a set of tasks that will help them answer the compelling question.

Objectives

Students will work individually and in small groups to respond in a meaningful way to a compelling question about the Emancipation Proclamation. They will apply discipline-specific background knowledge, use scaffolding, and engage in instructional activities to interpret primary sources before presenting their ideas to the class.

C3 Standards Addressed by This Lesson

- ◆ **D1.4.6-8.** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- ◆ **D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.
- ◆ **D2.His.5.6-8.** Explain how and why perspectives of people have changed over time.
- ◆ **D2.His.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- ◆ **D2.His.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- ◆ **D2.His.16.6-8.** Organize applicable evidence into a coherent argument about the past.
- ◆ **D2.Civ.8.6-8.** Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- ◆ **D2.Eco.7.6-8.** Analyze the role of innovation and entrepreneurship in a market economy.
- ◆ **D2.Geo.5.6-8.** Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- ◆ **D2.Geo.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

- ◆ **D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- ◆ **D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.
- ◆ **D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- ◆ **D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.
- ◆ **D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- ◆ **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- ◆ **D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Common Core Anchor Standards Addressed by This Lesson

- ◆ **CCSS.ELA-LITERACY.CCRA.R.1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.6.** Assess how point of view or purpose shapes the content and style of a text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- ◆ **CCSS.ELA-LITERACY.CCRA.W.7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- ◆ **CCSS.ELA-LITERACY.CCRA.SL.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Teaching Instructions

Compelling Question

Was the Emancipation Proclamation really about ending slavery?

Preparation

Provide all students with a copy of the Introductory Essay. Assign this reading as homework. In addition, assign all relevant parts of your course textbook or other basic reading material. Remind students to keep the compelling question for the lesson in mind as they read.



Asking Questions about the Emancipation Proclamation
This part of the task stresses Dimensions 1 and 2 of the C3 Framework

Day One

1. Briefly discuss the Introductory Essay in class and address any initial questions students may have.
2. Distribute the How to Analyze a Primary Source handout. Review each suggestion with the class, and remind students to refer back to the handout as they read the primary sources in this lesson.
3. Divide the class into four small groups. Each group will focus its work on one of the four basic disciplines identified in Dimension 2 of the C3 Framework—history, civics, geography, or economics. As they work, the groups should keep in mind the unit’s overall compelling question. However, for Day One and Day Two, each group will work mainly with a second compelling question—one related specifically to its assigned discipline.
4. Provide each group with one copy of its discipline-specific Assignment Sheet. Give each student a copy of all the sources for this lesson. Each group may share a primary and secondary source packet, if necessary.
5. Have students complete the Day One section of their Assignment Sheets. The objective for Day One is for groups to read three sources, and then formulate one supporting question about each of those sources. The supporting questions should be recorded in the spaces provided on the Assignment Sheet.



Applying Disciplinary Concepts and Evaluating Sources and Evidence
This part of the task stresses Dimensions 2 and 3 of the C3 Framework

Day Two

6. Students will return to their previously assigned groups and formulate a claim addressing their group’s compelling question. After reading the remaining sources, they will select one that supports their claim.

7. Using the evidence gathered from primary sources, each group will then prepare a brief (five- to ten-minute) presentation about the Emancipation Proclamation from the group's disciplinary perspective. The presentation can be in the form of an oral report, a debate among group members, or a PowerPoint or similar type of presentation. Allow time for students to prepare by discussing and debating topics with the members of their group.

Day Three

8. Each group will deliver its presentation (prepared by the students as their final task on Day Two). Allow time for class discussion following each presentation, and for a final effort to answer the central compelling question for the lesson.



Communicating Results and Taking Action

This part of the task stresses Dimension 4 of the C3 Framework

Students will complete a final project that expresses an understanding of the topic and responds clearly to the lesson's central compelling question. The project may be completed in groups, but students should be evaluated individually.

Distribute the Communicating Results and Taking Action handout, and decide whether you will assign the projects or allow students to form groups and choose tasks on their own. Set a reasonable deadline. Students should review the Emancipation Proclamation Rubric so they can understand how their performance will be evaluated. The projects are summarized below.

Communicating Results

- ◆ Have students read Primary Sources 3.4, 3.5, and 3.6. The first document contains key parts of the preliminary Emancipation Proclamation. The other two documents represent the exchange of views between Horace Greeley and Lincoln in August 1862, at a time after Lincoln had already written but not yet issued the proclamation. Students should use these documents to guide them in writing an editorial as if they were Horace Greeley. The editorial should be Greeley's response upon learning of the preliminary Emancipation Proclamation issued on September 22, 1862. The editorial should in part refer to the exchange of letters Greeley had with Lincoln earlier that year in August.
- ◆ Separate students into small groups. The groups should all discuss Primary Source 3.10. This is Lincoln's own explanation of his thinking about whether or not to issue the Emancipation Proclamation. Each group will then maintain a collaborative journal and each student should write at least three entries in it over a period of several days. Each student's first entry should evaluate Lincoln's explanation by referring to one other primary source for this lesson. The student will then write two more entries that respond to what others in the group have written. At the end of the exercise, the class will share parts of their journals in an all-class discussion.
- ◆ Separate students into two large groups. Have students read Primary Sources 3.2 and 3.10. Both of these documents refer in part to Lincoln's dealings with General John C. Frémont in Missouri in August 1861. The groups should prepare to debate the question of whether Lincoln's decisions about General Frémont were reasonable. One group will oppose

Lincoln's decisions. The other will defend those decisions. It may be helpful to give each group time to do further research into this episode. In presenting their case, each group should refer to some of the other primary sources for the lesson where relevant.

Taking Action

- ◆ Have the entire class plan and carry out an Emancipation Proclamation Day for the entire school. Separate students into groups to plan various activities. One group could produce posters of cartoons and photographs from the time related to the Emancipation Proclamation, with notes explaining their relevance. Another group could stage a reading of the Emancipation Proclamation followed by a brief debate about it. In the debate, students could take the part of some of the figures from the primary sources, such as Lincoln, General Frémont, Horace Greeley, members of the Illinois legislature, and escaped slaves joining Union forces. A third group might produce a background sheet with information explaining the proclamation and why students today should know more about it. A fourth group should make a video recording of the event to use in the next assignment.
- ◆ Students will make the video of the Emancipation Proclamation Day available online. Then use forms of social media to receive and record responses to the video. Also let local newspapers and other media outlets know about the Emancipation Proclamation Day. Supply them with photos, video clips, background sheets, PowerPoint presentations, and other items and urge them to report on the event to the community.

Introductory Essay

The Emancipation Proclamation



First reading of the Emancipation Proclamation

The Civil War was more than a year old when, on September 22, 1862, President Abraham Lincoln issued a warning. The warning was directed at the Confederate States of America, eleven Southern states then in rebellion against the United States. Lincoln's warning was about the issue that had led these states to secede—slavery. He warned them that on January 1, 1863, “all persons held as slaves within any state, or designated part of a state, the people whereof shall then be in rebellion against the United States shall be then, thenceforward, and forever free.”

These words are the key provision of Lincoln's preliminary Emancipation Proclamation. On January 1, 1863, the final Emancipation Proclamation was issued. It did just what

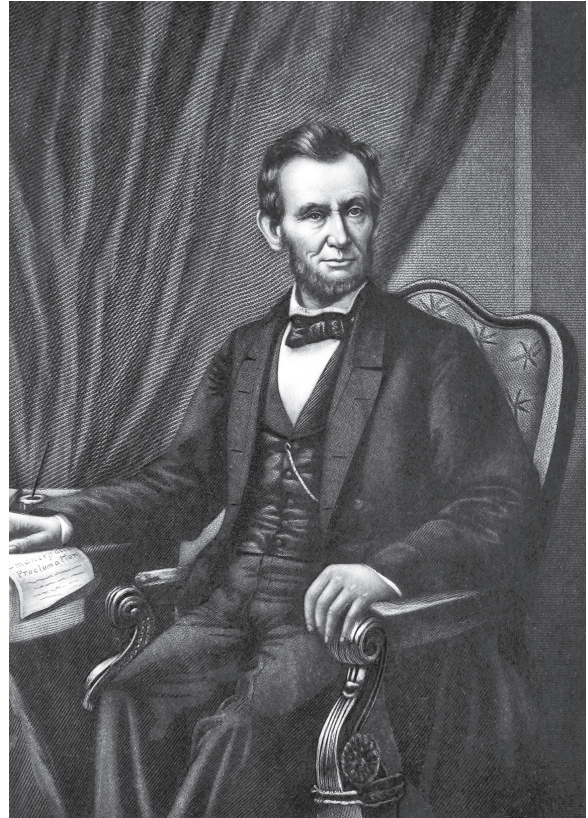
the preliminary version promised to do. It detailed all the states and parts of states in which slaves were to be considered free.

Many praised this as a bold, historic move to end slavery. Others hated it. A few ridiculed it as a meaningless. Ever since, historians have argued about why Lincoln issued it. Those arguments are still not settled.

Lincoln's election as president in 1860 triggered the South's secession and the Civil War. Lincoln's Republican Party had pledged to halt the spread of slavery into the Western territories. It did not promise to end slavery where it already existed. Lincoln insisted he was not fighting the Civil War to end slavery. During the Civil War's first year, he even stopped several efforts to free slaves in parts of the South. The most famous was his order to General John C. Frémont to stop freeing slaves in Missouri. He and Congress did allow Union officers to seize slaves from their owners as "contraband," or confiscated war property. Congress passed two Confiscation Acts to regulate this. However, Lincoln was cautious about freeing slaves in this way.

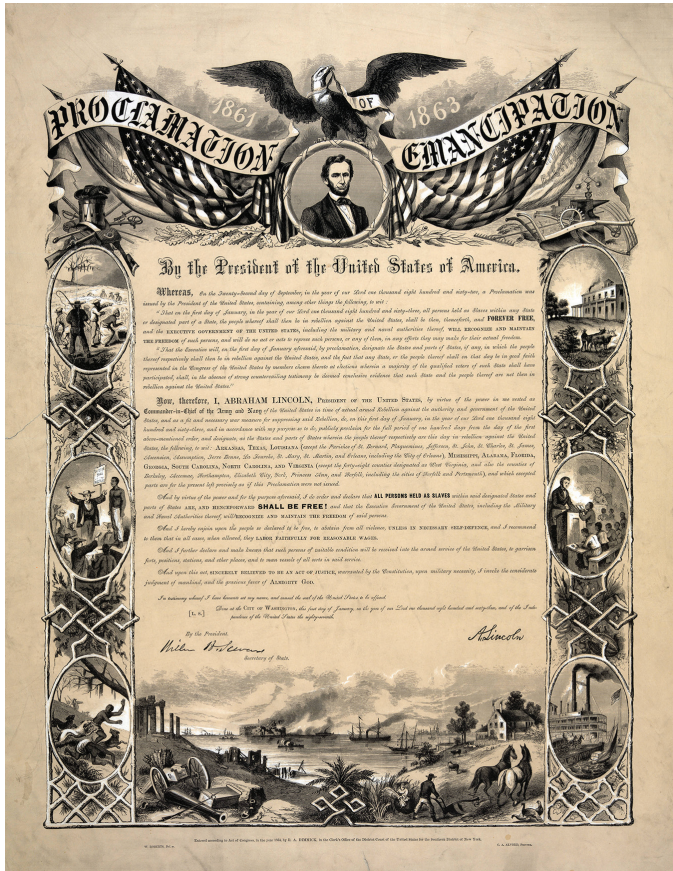
He did not decide to issue his preliminary Emancipation Proclamation until mid-1862. He presented his decision to his cabinet in July. At that point, the war was going badly. Fears were mounting that some European nations might recognize the Confederacy and give it aid. But Lincoln considered the possibility that if the war became a fight over slavery itself, they would not do this. (Great Britain had already abolished slavery.) Lincoln held off issuing the proclamation until a major Union victory took place. He did not want to appear to act out of desperation. On September 17, the Battle of Antietam gave him that victory. The preliminary Emancipation Proclamation was announced a few days after that. Then, on January 1, the final Emancipation Proclamation went into effect.

The proclamation did not free all the slaves, only those in areas not under Union control. In other words, it freed slaves only where Union forces at that time could not help them. This led many to conclude that Lincoln had acted only out of political necessity and not because he cared about slavery.



President Abraham Lincoln

However, other factors led some historians to very different conclusions. One factor was Lincoln himself. What did he really think about slavery? Lincoln expressed strong feelings against it long before the Civil War. His views about African Americans are harder to be sure about. Lincoln often spoke cautiously. In part, he did so because he believed the Constitution allowed no clearly legal way to act against slavery.



Reproduction of the Emancipation Proclamation

Did Lincoln's fears about this lead him to act with such caution? Was ending slavery always his goal? Or did he issue the proclamation only to help win the war and keep the Union together? The primary sources provided should help you discuss this and other possible explanations for Lincoln's goals in issuing the Emancipation Proclamation.

From his start as president, he asked Southern states to adopt programs of gradual, compensated emancipation. That meant slave owners would be paid for their slaves, and the slaves would be freed gradually over time. Lincoln especially urged the so-called border states—Maryland, Delaware, Kentucky, and Missouri—to adopt such programs. He feared that if he acted firmly to abolish slavery, these states might join the Confederacy. This would have made it much harder to win the war. By July 1862, it was clear that the border states would not accept gradual emancipation programs. It was then that Lincoln decided to issue the proclamation instead.

The Emancipation Proclamation did not benefit Lincoln politically. Many Northerners feared any effort to free slaves. Political opposition to Lincoln was already growing in many parts of the North. As for Europe, it was not at all certain that eman-

Image Sources: First Reading of the Emancipation Proclamation by Francis Bicknell Carpenter, 1864, United States Capitol, Washington, D.C.

Abraham Lincoln, by Perine and Giles, Eclectic Magazine (July 1865)

Reproduction of the Emancipation Proclamation, 1864, courtesy of the Library of Congress, LC-DIG-pga-04067



History Group

GROUP MEMBERS:

The Emancipation Proclamation

Your group's task is to explore the history of the Emancipation Proclamation. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Did Lincoln issue the Emancipation Proclamation to end slavery, or did he do it just to end the war and restore the Union?
3. Read and discuss Primary Sources 3.2, 3.6, and 3.10.
4. Read and discuss the following background information. Use the information to help complete the handout.

In order to understand Abraham Lincoln's views, it helps to keep the issue of slavery separate from the issue of race. Lincoln had long been opposed to slavery. He said African Americans were entitled to the "liberty" mentioned in the Declaration of Independence. However, on the question of race, he was less clear. At first, he expressed doubts that African Americans could be the social equals of whites in all respects. Yet his views seemed to change over time. At first, he hoped free blacks might move to Africa or some other place outside the country. By the end of the Civil War, however, he no longer saw this as desirable or practical. Abolitionist Frederick Douglass at first was highly critical of Lincoln for his views on race. Later, Douglass said of a meeting they had, "In his company I was never in any way reminded of my humble origin, or of my unpopular color."

In any case, the big question for Lincoln in 1862 was not what he himself felt, but what the Constitution allowed him to do as president. He did what he thought the Constitution permitted. He feared that anything more than that might be undone by the courts.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 3.2

Primary Source 3.6

Primary Source 3.10

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Did Lincoln issue the Emancipation Proclamation to end slavery, or did he do it just to end the war and restore the Union?

State your group's claim here:

7. From the remaining sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's compelling question. Use the space below for notes or to create an outline of your group's presentation.



GROUP MEMBERS:

The Emancipation Proclamation

Your group's task is to explore the civics of the Emancipation Proclamation. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Lincoln was the president, but he was also the leader of the Republican Party. Was the Emancipation Proclamation a good way to help the Republicans politically? Why or why not?
3. Read and discuss Primary Sources 3.5, 3.7, and 3.8.
4. Read and discuss the following background information. Use the information to help complete the handout.

Was the Emancipation Proclamation a weak gesture? After all, it freed slaves only in areas where the Union could do little to help them. Some historians believe Lincoln issued it merely for practical purposes. The war was going badly in 1862. Lincoln was not pleased with his top general, George B. McClellan. The South was seeking aid from England and other European nations that badly needed its cotton. Would they help the Confederacy? Abolitionists criticized Lincoln for doing too little about slavery. Elections for Congress were scheduled for November. Lincoln and the Republicans feared they might lose their majorities in the House and Senate.

Was the Emancipation Proclamation meant to help Lincoln deal with these political problems? England supported the abolition of slavery worldwide. Making the Civil War a crusade against slavery might keep England from aiding the Confederacy. The proclamation may have convinced abolitionists to support the war more fully. On the other

hand, many in the North did not want the war to be about slavery. In the elections, Republicans kept their majorities, but they lost 22 seats in the House of Representatives. Many factors led to the losses—war weariness, taxes, inflation, and so on. But fears of freed blacks flooding labor markets in the North also fueled discontent.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 3.5

Primary Source 3.7

Primary Source 3.8

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Lincoln was the president, but he was also the leader of the Republican Party. Was the Emancipation Proclamation a good way to help the Republicans politically? Why or why not?

State your group’s claim here:

- From the remaining sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

- Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group’s compelling question. Use the space below for notes or to create an outline of your group’s presentation.



GROUP MEMBERS:

The Emancipation Proclamation

Your group's task is to explore the economic aspects of the Emancipation Proclamation. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

The Emancipation Proclamation immediately had a harmful impact on the Southern economy, and that impact grew over time. Why?

3. Read and discuss Primary Sources 3.4, 3.9, and 3.10.
4. Read and discuss the following background information. Use the information to help complete the handout.

Some abolitionists complained about the Emancipation Proclamation. They said it did far too little. Even Lincoln's own secretary of state, William Seward, expressed his skepticism: "We show our sympathy with slavery by emancipating slaves where we cannot reach them and holding them in bondage where we can set them free." However, the proclamation did have a major impact almost immediately. It offered slaves the support of the Union army. It urged them to avoid violence except in self-defense. It invited freed men to join the armed services. It promised that they would be paid a wage as free laborers.

During the Civil War, slaves were even more vital to the South's economy than before. Many other men were off fighting the Union. Agriculture, war-related industry, and transportation all depended heavily on slave labor. Slaves quickly learned about the Emancipation Proclamation. Its effect on them was electric. Suddenly the slave owners' slave "property" knew that in escaping to Union lines, they would be sure to gain permanent freedom. Hundreds of thousands did

flee. In time, about 180,000 freed persons served the North during the Civil War. Many others simply disappeared from the Confederate workforce. The proclamation added to the North's fighting strength while it seriously cut into the South's manpower.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 3.4

Primary Source 3.9

Primary Source 3.10

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

The Emancipation Proclamation immediately had a harmful impact on the Southern economy, and that impact grew over time. Why?

State your group's claim here:

7. From the remaining sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's compelling question. Use the space below for notes or to create an outline of your group's presentation.



Geography Group

GROUP MEMBERS:

The Emancipation Proclamation

Your group's task is to explore geographical aspects of the Emancipation Proclamation. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

How might geography have affected the way different regions of the South viewed the Emancipation Proclamation?

3. Read and discuss Primary Sources 3.3 and 3.9, and Secondary Source 3.1.
4. Read and discuss the following background information. Use the information to help complete the handout.

The problem of the four border states is key to understanding President Lincoln's concerns about emancipation. Those four slave states were Missouri, Kentucky, Maryland, and Delaware. (West Virginia, formed from parts of Virginia, became the fifth border state in 1863.) They were always on Lincoln's mind, especially during the first year of the Civil War. Had Maryland seceded, the Confederacy would have surrounded the nation's capital. Had Kentucky seceded, travel on the Ohio River would have been endangered. That state also controlled access to key Southern river systems that the Union needed to disrupt. Missouri and Kentucky were key grain-producing states. Missouri included the major city of St. Louis. And it controlled the west bank of the vital Mississippi River.

Slavery was less important in these states than in those farther south. Sympathy for the Union was strong in the border states. Industry was developing. Immigrants from the North were altering the social makeup of these states. However, they also included many supporters of secession. Lincoln needed to hold these states in the Union for military purposes.

He also hoped they might lead the way in ending slavery peacefully and gradually. This was a wish he continued to hold to even after issuing the Emancipation Proclamation.

5. Each group member should develop some supporting questions about the sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each source and record those questions here.

Secondary Source 3.1

Primary Source 3.3

Primary Source 3.9

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

How might geography have affected the way different regions of the South viewed the Emancipation Proclamation?

State your group's claim here:

7. From the remaining sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's compelling question. Use the space below for notes or to create an outline of your group's presentation.

How to Analyze a Primary Source

For this lesson, you will be studying several primary source documents. This handout offers suggestions for how best to read and analyze historical primary sources. Studying such sources is challenging. They were created in a different time and place. Their language and use of certain key terms often differ from ours. They assume things we might not accept. They arise out of historical circumstances and settings that differ greatly from our own times. To use such sources as evidence, you need to apply some special historical thinking skills and habits. Here are some guidelines to help you do this.

◆ *Question the source*

Since no primary source was written with you and your interests in mind, you need to be clear about what you are looking for when you examine a source. You need to stay in charge of the investigation. Act like a detective, and ask questions. Above all, keep your own most important compelling questions in mind as you read and think about a source.

◆ *Consider the source's origins*

This is often simply called “sourcing.” It means asking who created the source, when and where the source was created, and why. If you know the source’s purpose, you will be more likely to see how it is shaped by its creator’s point of view. Among other things, sourcing can help you decide how reliable or typical a source might be.

◆ *Contextualize the source*

“Context” here means the broader historical setting for the source. Sources are always a part of a larger historical context. You need to consider how this context helps clarify the meaning of the source. You also need to decide which context is most important. Sources might be understood best in connection with a local context or a recent event. Alternatively, they might be understood better within a national or international context, or as part of a long-term trend in society at large. Your guiding questions should help you decide which context is most important.

◆ *Corroborate the source*

This means you must think about your source in relation to other sources. Does the source agree with or support those other sources, or does it seem to be at odds with the other sources? Might there be additional sources, which have not been provided to you, that could support or conflict with your source?

◆ *Above all, read the source carefully*

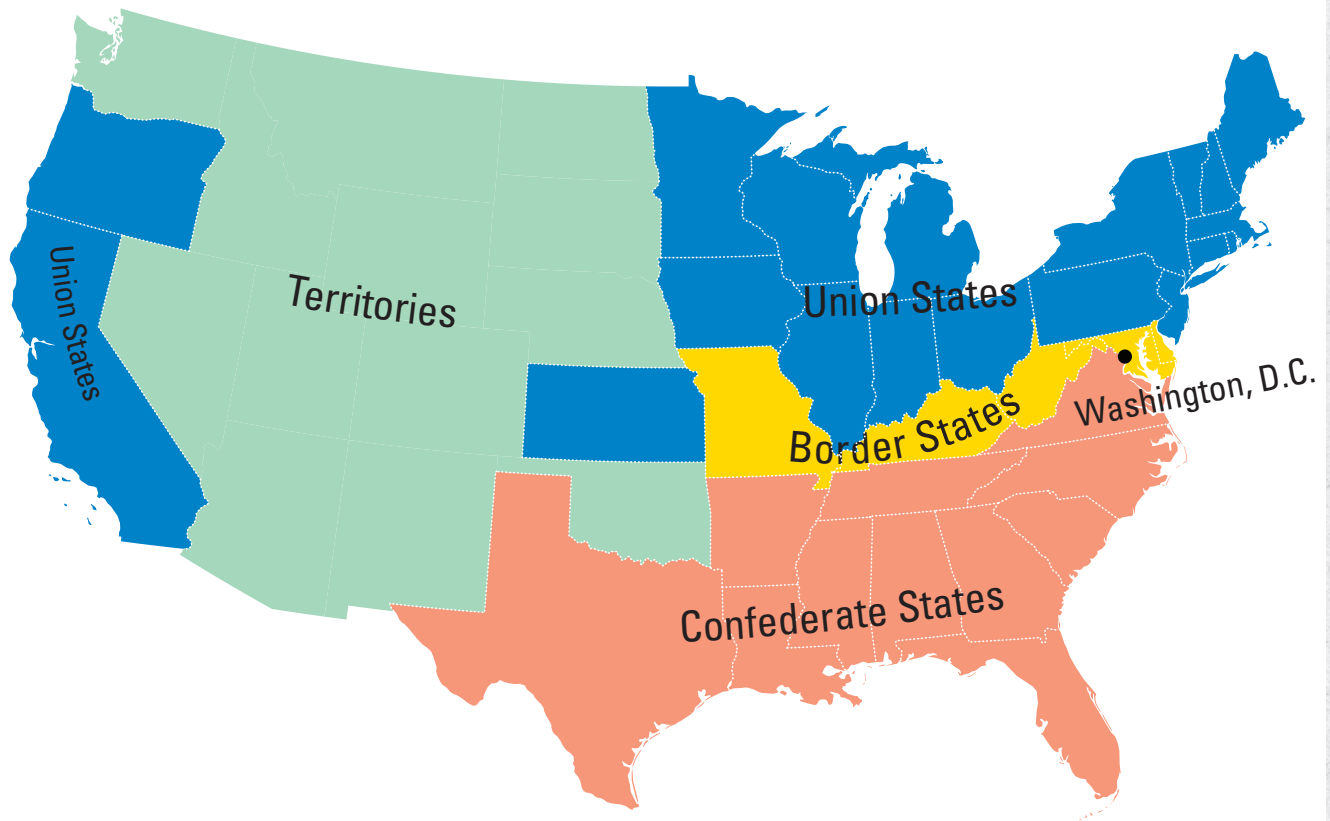
Look at language closely. Pay attention to images, emotional language, metaphors, and other literary devices. Think about what is implied, not merely what is stated or claimed in so many words. Think about what is left out as well as what is included. Make inferences based on your close reading. This will help you get more out of your source than even the source’s creator might have seen in it.

SECONDARY SOURCE ▶

3.1

Confederate South, Border-State South

By the time Abraham Lincoln took office as president, on March 4, 1861, eleven Southern states had left the Union. As he prepared for war, Lincoln was determined to keep four border states from joining them. Had the border states seceded, Lincoln was almost sure the North would never be able to win any war against such a powerful and vast Confederacy.



Map: © Nystrom Education

President Lincoln versus General Frémont

In August 1861, Union general John C. Frémont announced that all slaves owned by rebels living in Missouri were free. President Lincoln was worried about how the border states would react to this decision. He canceled Frémont's order and relieved him of his command. Many antislavery Republicans were angry with him for doing this. Among them was Senator Orville Hickman Browning, a Republican from Illinois. This passage is from a letter that Lincoln wrote to Browning defending his decision to revoke Frémont's order.

Original Document

Genl. Frémont's proclamation, as to confiscation of property, and the liberation of slaves, is purely political, and not within the range of military law, or necessity. If a commanding General finds a necessity to seize the farm of a private owner, for a pasture, an encampment, or a fortification, he has the right to do so, and to so hold it, as long as the necessity lasts; and this is within military law, because within military necessity. But to say the farm shall no longer belong to the owner, or his heirs forever; and this as well when the farm is not needed for military purposes as when it is, is purely political, without the savor of military law about it. And the same is true of slaves. If the General needs them, he can seize them, and use them; but when the need is past, it is not for him to fix their permanent future condition. That must be settled according to laws made by law-makers, and not by military proclamations. The proclamation in the point in question, is simply "dictatorship." It assumes that the general may do anything he pleases—confiscate the lands and free the slaves of loyal people, as well as of disloyal ones. . . .

I do not say Congress might not with propriety pass a law, on the point, just such as General Frémont proclaimed. I do not say I might not, as a member of Congress, vote for it. What I object to, is, that I as President, shall expressly or impliedly seize and exercise the permanent legislative functions of the government.

So much as to principle. Now as to policy. . . . The Kentucky Legislature would not budge till that proclamation was modified; and Gen. Anderson telegraphed me that on the news of Gen. Frémont having actually issued deeds of manumission, a whole company of our Volunteers threw down their arms and disbanded. I was so assured, as to think it probable, that the very arms we had furnished Kentucky would be turned against us. I think to lose Kentucky is nearly the same as to lose the whole game. Kentucky gone, we cannot hold Missouri, nor, as I think, Maryland. These all against us, and the job on our hands is too large for us. We would as well consent to separation at once, including the surrender of this capitol.

CONTINUED

Adapted Version

General Frémont's proclamation taking over property and freeing slaves was a purely political act. It was not an act of military necessity under military law. If a general has a military need to seize a farm for an encampment or a fortification, he has the right to do so. He can hold it as long as the necessity lasts. But to take it forever even after there is no military necessity is purely political. Military law does not allow this. The same is true of slaves. If the General needs them, he can seize them and use them. But when the need is past, he has no legal authority to decide their future condition. Laws made by our lawmakers must do that, not by military proclamations. General Frémont's proclamation is simply "dictatorship." It assumes that the general may do anything he pleases—such as free the slaves of loyal people as well as of disloyal ones. . . .

I realize Congress could pass a law doing what General Frémont proclaimed. As a member of Congress, I might vote for it. What I object to, is, that as President, I could take over the legislative functions of the government.

So much for principle. As a practical matter, the Kentucky Legislature demanded Frémont's proclamation be modified. I was informed that a whole company of our Volunteers threw down their arms and disbanded when they learned of what General Frémont had done. I was told that the very arms we had furnished Kentucky would be turned against us. I think if we lose Kentucky, we will lose the whole game. With Kentucky gone, we cannot hold Missouri or Maryland. With these all against us, the job on our hands will be too large for us. We might as well just agree to separate and surrender this capitol.

Original Document Source: Abraham Lincoln, "Letter to Orville Hickman Brown," in *The Collected Works of Abraham Lincoln*, vol. 4 (Ann Arbor: University of Michigan Digital Library Production Services, 2001). Available online from the Abraham Lincoln Association, <http://quod.lib.umich.edu/l/lincoln/lincoln4/1:1003.1?rgn=div2;view=fulltext>.

PRIMARY SOURCE ▶

3.3

Lincoln's Appeal to the Border States

On July 12, 1862, Lincoln met with representatives and senators from the border states at the White House. He urged them to adopt plans for gradual and compensated emancipation. That is, their states' slaves would be freed gradually over time, and the states would be paid for them. This passage is from Lincoln's appeal to these border states. Two days later, he received a reply from twenty of their twenty-eight representatives and senators. They rejected his offer.

Original Document

You prefer that the constitutional relation of the states to the nation shall be practically restored, without disturbance of the institution; and if this were done, my whole duty, in this respect, under the constitution, and my oath of office, would be performed. But it is not done, and we are trying to accomplish it by war. The incidents of the war cannot be avoided. If the war continue long, as it must, if the object be not sooner attained, the institution in your states will be extinguished by mere friction and abrasion—by the mere incidents of the war. It will be gone, and you will have nothing valuable in lieu of it. Much of its value is gone already. How much better for you, and for your people, to take the step which, at once, shortens the war, and secures substantial compensation for that which is sure to be wholly lost in any other event. How much better to thus save the money which else we sink forever in the war. How much better to do it while we can, lest the war ere long render us pecuniarily unable to do it. How much better for you, as seller, and the nation as buyer, to sell out, and buy out, that without which the war could never have been, than to sink both the thing to be sold, and the price of it, in cutting one another's throats.

CONTINUED

Adapted Version

You want to restore the states and the nation without disturbing the institution of slavery. It is true that if this could be done, I would have fulfilled my duty under the Constitution. But it is not done. We are trying to accomplish it by war. The effects of the war cannot be avoided. If the war continues long, as is likely, the institution of slavery in your states will be ended by mere friction and abrasion. That is, it will be ended because of the effects of the war. Slavery will be gone, and you will have nothing valuable to replace it with. Much of your slave property's value is gone already. Wouldn't it be better for you to take the step that could shorten the war and provide you substantial payment for what will be wholly lost otherwise? How much better to save the money that will be lost forever in the war. How much better to do it before the war makes it impossible for the government to afford to do it? How much better for you, as seller, and the nation as buyer, to sell out now. You would only be selling what caused the war in the first place. Why give up the thing to be sold and the price you would get for it just to cut each other's throats?

Original Document Source: Abraham Lincoln, "Appeal to Border State Representatives to Favor Compensated Emancipation," July 12, 1862, in *Collected Works of Abraham Lincoln*, vol. 5. Ann Arbor: University of Michigan Digital Library Production Services, 2001. Available online from the Abraham Lincoln Association at <http://quod.lib.umich.edu/l/lincoln/lincoln5/1:697?rgn=div1;view=fulltext;q1=last+best+hope>.

PRIMARY SOURCE ▶

3.4

The Preliminary Emancipation Proclamation

The preliminary Emancipation Proclamation was issued on September 22, 1862, five days after the Battle of Antietam. These passages describe this proclamation's key provisions.

Original Document

I, Abraham Lincoln, President of the United States of America, and Commander-in-chief of the Army and Navy thereof, do hereby proclaim and declare that hereafter, as heretofore, the war will be prosecuted for the object of practically restoring the constitutional relation between the United States, and each of the states, and the people thereof, in which states that relation is, or may be suspended, or disturbed.

That it is my purpose, upon the next meeting of Congress to again recommend the adoption of a practical measure tendering pecuniary aid to the free acceptance or rejection of all slave-states, so called, the people whereof may not then be in rebellion against the United States, and which states, may then have voluntarily adopted, or thereafter may voluntarily adopt, immediate, or gradual abolishment of slavery within their respective limits; and that the effort to colonize persons of African descent, with their consent, upon this continent, or elsewhere, with the previously obtained consent of the Governments existing there, will be continued.

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

Original Document Source: Abraham Lincoln, "Preliminary Emancipation Proclamation," September 22, 1862, in *Collected Works of Abraham Lincoln*, vol. 5. Ann Arbor: University of Michigan Digital Library Production Services, 2001. Available online from the Abraham Lincoln Association at <http://quod.lib.umich.edu/l/lincoln/lincoln5/1:955?rgn=div1;view=fulltext;q1=last+best+hope>.

PRIMARY SOURCE ►

3.5

Horace Greeley's Editorial to Lincoln

Horace Greeley was the editor of the *New York Tribune*. He was a well-known opponent of slavery. On August 19, 1862, he published "The Prayer of Twenty Millions," an editorial that would attract widespread attention. Greeley criticized Lincoln for not doing more to free the slaves. By the date of the editorial, Lincoln had actually already written the Emancipation Proclamation. However, he had not yet made it public.

Original Document

We think you are unduly influenced by the counsels, the representations, the menaces, of certain fossil politicians hailing from the Border Slave States. Knowing well that the heartily, unconditionally loyal portion of the White citizens of those States do not expect nor desire that Slavery shall be upheld to the prejudice of the Union . . . we ask you to consider that Slavery is everywhere the inciting cause and sustaining base of treason: the most slaveholding sections of Maryland and Delaware being this day, though under the Union flag, in full sympathy with the Rebellion, while the Free-Labor portions of Tennessee and of Texas, though writhing under the bloody heel of Treason, are unconquerably loyal to the Union. . . . It seems to us the most obvious truth, that whatever strengthens or fortifies Slavery in the Border States strengthens also Treason, and drives home the wedge intended to divide the Union. Had you from the first refused to recognize in those States, as here, any other than unconditional loyalty—that which stands for the Union, whatever may become of Slavery—those States would have been, and would be, far more helpful and less troublesome to the defenders of the Union than they have been, or now are.

Adapted Version

We think you are too worried about the threats of backward-thinking politicians from the border slave states. The truly loyal white citizens in those states do not want slavery to be protected if that endangers the Union. For that reason, we ask you to consider that slavery is everywhere the cause of treason. Maryland and Delaware are Union states. But their slaveholding regions are in full sympathy with the rebellion. On the other hand, free labor portions even in traitorous Texas and Tennessee are unconquerably loyal to the Union. It is obvious that what strengthens slavery in the border states also strengthens treason and helps drive the wedge that divides the Union. You should have refused to accept less than full loyalty from the border states no matter what happens to slavery. If you had done this, those states would be far more helpful and less troublesome than they are or have been.

Original Document Source: Horace Greeley, "The Prayer of Twenty Millions," *New York Tribune*, August 19, 1862, as reproduced in *The Abraham Lincoln Papers at the Library of Congress, Series 2. General Correspondence, 1858-1864*. Available online from the Library of Congress at [http://memory.loc.gov/cgi-bin/query/r?ammem/mal:@field\(DOCID+@lit\(d4233500\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/mal:@field(DOCID+@lit(d4233500))).

PRIMARY SOURCE ▶

3.6

Lincoln's Reply to Horace Greeley

On August 22, 1862, President Lincoln replied to Horace Greeley's editorial "The Prayer of Twenty Millions" (Primary Source 3.5). This passage is from Lincoln's reply. Keep in mind that Lincoln had already written the Emancipation Proclamation but was still waiting for the right time to issue it.

Original Document

If there be those who would not save the Union, unless they could at the same time save slavery, I do not agree with them. If there be those who would not save the Union unless they could at the same time destroy slavery, I do not agree with them. My paramount object in this struggle is to save the Union, and is not either to save or to destroy slavery. If I could save the Union without freeing any slave I would do it, and if I could save it by freeing all the slaves I would do it; and if I could save it by freeing some and leaving others alone I would also do that. What I do about slavery, and the colored race, I do because I believe it helps to save the Union; and what I forbear, I forbear because I do not believe it would help to save the Union. I shall do less whenever I shall believe what I am doing hurts the cause, and I shall do more whenever I shall believe doing more will help the cause. I shall try to correct errors when shown to be errors; and I shall adopt new views so fast as they shall appear to be true views.

Adapted Version

If there are any who would not save the Union unless they could also save slavery, I do not agree with them. If there are those who would not save the Union unless they could destroy slavery, I do not agree with them. My main aim in this struggle is to save the Union. It is not either to save or destroy slavery. If I could save the Union without freeing any slave I would do it. And if I could save it by freeing all the slaves I would do it. And if I could save it by freeing some slaves and leaving others alone I would also do that. What I do about slavery and the colored race, I do because I believe it helps to save the Union. What I refuse to do, I refuse because I do not believe it would help to save the Union. I will do less of anything that I think hurts the cause. And I shall do more whenever I think doing more will help the cause. I shall try to correct errors when they are shown to be errors. I shall adopt new views as soon as they shall appear to be true views.

Original Document Source: Abraham Lincoln, "A Letter from President Lincoln; Reply to Horace Greeley." *The New York Times*, August 24, 1862. Available online at <http://www.nytimes.com/1862/08/24/news/letter-president-lincoln-reply-horace-greeley-slavery-union-restoration-union.html>.

PRIMARY SOURCE ►

3.7

The Illinois Legislature's View

On January 7, 1863, the Illinois state legislature passed a resolution opposing the Emancipation Proclamation. This passage is the main part of that resolution.

Original Document

Resolved: That the emancipation proclamation of the President of the United States is as unwarrantable in military as in civil law; a gigantic usurpation, at once converting the war . . . into the crusade for the sudden, unconditional and violent liberation of 3,000,000 Negro slaves; a result which would not only be a total subversion of the Federal Union, but a revolution in the social organization of the Southern States, the immediate and remote, the present and far-reaching consequences of which to both races cannot be contemplated without the most dismal foreboding of horror and dismay. The proclamation invites servile insurrection as an element in this emancipation crusade—a means of warfare, the inhumanity and diabolism of which are without example in civilized warfare, and which we denounce and which the civilized world will denounce as an ineffaceable disgrace to the American people.

Adapted Version

The Emancipation Proclamation is unjustifiable in military as in civil law. It is a gigantic seizure of power. It changes the war into a crusade for the sudden, unlimited and violent liberation of 3,000,000 Negro slaves. This will totally undermine the Federal Union. It will also cause a revolution in the social organization of the Southern States. The immediate and long-term results for both races can only be imagined with horror and dismay. The Proclamation encourages slaves to rise up in servile insurrection as part of this emancipation crusade. The inhumanity and diabolism of this are without example in civilized warfare. We denounce it. And the civilized world will denounce it as a never-to-be erased disgrace to the American people.

Original Document Source: From the *Illinois State Register*, January 7, 1863, as quoted in Ballard C. Campbell, *American Wars* (New York: Facts On File, 2012), 132. Available online from Google Books at https://books.google.com/books?id=PphbAgAAQBAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.

Lincoln's Secretary on Public Reaction to the Proclamation

During the Civil War, William Stoddard was one of the president's private secretaries. He was in charge of reading Lincoln's mail. Years after the Civil War, he wrote his memoirs about his time serving the president. In this passage from his book, he comments on public reaction to Lincoln after the president issued his Emancipation Proclamation.

Original Document

[Dictator] is what the Opposition press and orators of all sizes are calling him. Witness, also, the litter on the floor and the heaped-up wastebaskets. There is no telling how many editors and how many other penmen within these past few days have undertaken to assure him that this is a war for the Union only, and that they never gave him any authority to run it as an Abolition war. They never, never told him that he might set the Negroes free, and, now that he has done so, or futilely pretended to do so, he is a more unconstitutional tyrant and a more odious dictator than ever he was before. They tell him, however, that his . . . venomous blow at the sacred liberty of white men to own black men is . . . a dead letter and a poison which will not work. They tell him many other things, and, among them, they tell him that the army will fight no more, and that the hosts of the Union will indignantly disband rather than be sacrificed upon the bloody altar of fanatical Abolitionism.

Adapted Version

The opposition press and orators are all calling him a dictator. Notice all the litter on the floor and the heaped-up wastebaskets. There is no telling how many editors and others have written to tell him this is a war for the Union only. They say people never gave him any authority to run it as an Abolition war. They never said he could set the Negroes free. Now that he has done so, or hopelessly pretended to, they say he is a more unconstitutional and foul tyrant than he ever was before. They tell him, however, that his evil blow against the sacred liberty of white men to own black men will fail. They call it a dead letter and a poison that will not work. Among other things they tell him, they say the army will fight no more. They say the Union troops will indignantly disband rather than be sacrificed upon the bloody altar of fanatical Abolitionism.

Original Document Source: William Osborn Stoddard, *Inside the White House in War Times* (New York: Charles L. Webster & Co., 1890), 170–171. Available online from Google Books at https://books.google.com/books?id=ZU8rAQAAIAAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.

PRIMARY SOURCE ►

3.9

Emancipated Men and Women on the Move

The Emancipation Proclamation went into effect on January 1, 1863. It freed slaves only in rebel areas that the Union did not yet control. For this reason, some said it gave freedom only to those slaves it could not help. Yet from the first, it did have a direct impact on slavery and the South. This passage offers one example of this impact.

Original Document

The Northern neck of Virginia, the heart of aristocratic and wealthy slavery, is alive with a vast heira of bondsmen and bondswomen, traveling under President Lincoln's pass. The proclamation is depopulating the whole country, from the Rappahannock to the Potomac. In farm wagons, in coaches, on horseback, afoot and in buggies with valuable property, in every case, this second movement from Egypt to the promised land fills the highways and the woods.

Adapted Version

The Northern neck of Virginia is the heart of the aristocracy whose wealth is based on slavery. Now it is alive with a vast migration of bondsmen and bondswomen. They are traveling as a result of President Lincoln's proclamation, issued just days ago. The proclamation is emptying out the slave population of the whole country, from the Rappahannock to the Potomac. They move in farm wagons, in coaches, on horseback, afoot and in buggies carrying their most valuable possessions. This second movement from Egypt to the promised land fills the highways and the woods.

Original Document Source: From "The Proclamation of Freedom," *New York Tribune*, January 12, 1863, as reprinted in the *Pacific Appeal* on February 21, 1863. Available online from the California Digital Newspaper Collection at <https://cdnc.ucr.edu/cgi-bin/cdnc?a=d&d=PA18630221.2.13>.

PRIMARY SOURCE ▶

3.10

Lincoln Explains His Decision

In this 1864 letter to Albert Hodges, Lincoln summarized a conversation he had with Hodges and two other Kentucky political leaders. The letter provides some insight into Lincoln's thinking about the Emancipation Proclamation and his decision to issue it.

Original Document

I am naturally anti-slavery. If slavery is not wrong, nothing is wrong. I cannot remember when I did not so think, and feel. And yet I have never understood that the Presidency conferred upon me an unrestricted right to act officially upon this judgment and feeling. It was in the oath I took that I would, to the best of my ability, preserve, protect, and defend the Constitution of the United States. I could not take the office without taking the oath. Nor was it my view that I might take an oath to get power, and break the oath in using the power. I understood, too, that in ordinary civil administration this oath even forbade me to practically indulge my primary abstract judgment on the moral question of slavery. I had publicly declared this many times, and in many ways. And I aver that, to this day, I have done no official act in mere deference to my abstract judgment and feeling on slavery. I did understand however, that my oath to preserve the constitution to the best of my ability, imposed upon me the duty of preserving, by every indispensable means, that government—that nation—of which that constitution was the organic law. . . . I felt that measures, otherwise unconstitutional, might become lawful, by becoming indispensable to the preservation of the constitution, through the preservation of the nation. Right or wrong, I assumed this ground, and now avow it. I could not feel that, to the best of my ability, I had even tried to preserve the constitution, if, to save slavery, or any minor matter, I should permit the wreck of government, country, and Constitution all together. When, early in the war, Gen. Frémont attempted military emancipation, I forbade it, because I did not then think it an indispensable necessity. When a little later, Gen. Cameron, then Secretary of War, suggested the arming of the blacks, I objected, because I did not yet think it an indispensable necessity. When, still later, Gen. Hunter attempted military emancipation, I again forbade it, because I did not yet think the indispensable necessity had come. When, in March, and May, and July 1862 I made earnest, and successive appeals to the border states to favor compensated emancipation, I believed the indispensable necessity for military emancipation, and arming the blacks would come, unless averted by that measure. They declined the proposition; and I was, in my best judgment, driven to the alternative of either surrendering the Union, and with

CONTINUED

PRIMARY SOURCE ►

3.10

LINCOLN EXPLAINS HIS DECISION CONTINUED

it, the Constitution, or of laying strong hand upon the colored element. I chose the latter. In choosing it, I hoped for greater gain than loss; but of this, I was not entirely confident. More than a year of trial now shows no loss by it in our foreign relations, none in our home popular sentiment, none in our white military force, —no loss by it any how or anywhere. On the contrary, it shows a gain of quite a hundred and thirty thousand soldiers, seamen, and laborers. These are palpable facts, about which, as facts, there can be no caviling. We have the men; and we could not have had them without the measure.

Adapted Version

I am naturally anti-slavery. If slavery is not wrong, nothing is wrong. I cannot remember when I did not so think, and feel. And yet I have never believed that the Presidency gave me an unrestricted right to act officially upon this judgment and feeling. I took an oath to preserve, protect, and defend the Constitution of the United States to the best of my ability. I could not take the office without taking the oath. Nor did I think I could take the oath to get power but then break the oath in using that power. I understood that during times of ordinary civil administration this oath forbade me to act practically on my abstract judgment on the moral question of slavery. I had publicly declared this many times, and in many ways. And to this day, I insist that I have taken no official act based on my abstract judgment and feeling on slavery. I did understand, however, that my oath to preserve the Constitution meant I had to use every means to preserve that government—that nation—of which that Constitution was the founding law. . . . I felt that measures that were otherwise unconstitutional might become lawful if they became absolutely necessary to preserve the Constitution by preserving the nation. Right or wrong, I assumed this ground, and now defend it. I would not have been trying to preserve the Constitution, if in order to save slavery, I had permitted the wreck of government, country, and Constitution. On the other hand, when General Frémont attempted military emancipation, I forbade that. I did so because I did not think it was yet an indispensable necessity. When a little later, the Secretary of War suggested arming blacks, I objected to that also. I did not yet think it was an indispensable necessity. When, still later, General Hunter attempted military emancipation, I again forbade it. I still did not yet think the indispensable necessity had come. Then in March, May, and July 1862, I earnestly appealed to the border states to agree to compensated emancipation.

CONTINUED

PRIMARY SOURCE ▶

3.10

LINCOLN EXPLAINS HIS DECISION CONTINUED

I believed that unless they did so, the indispensable necessity for military emancipation, and for arming the blacks, would come. They declined to do what I asked. In my judgment, I was then faced with the choice of either surrendering the Union and the Constitution, or of laying strong hand to help and enlist the colored element. I chose the latter. In choosing it, I hoped for greater gain than loss. I was not sure which it would be. More than a year of trial now shows no loss by it in our foreign relations, none in our home popular sentiment, none in our white military force. On the contrary, it shows a gain of about a hundred and thirty thousand soldiers, seamen, and laborers. These are palpable facts that cannot be disputed. We have the men. We could not have had them without the measure.

Original Document Source: Abraham Lincoln, "To Albert G. Hodges," in *Collected Works of Abraham Lincoln*, vol. 7. Ann Arbor: University of Michigan Digital Library Production Services, 2001. Available online from the Abraham Lincoln Association at <http://quod.lib.umich.edu/l/lincoln/lincoln7/1:617.1?rgn=div2;view=fulltext>.

Communicating Results and Taking Action

Communicating Results

- ◆ Read Primary Sources 3.4, 3.5, and 3.6. The first document contains key parts of the preliminary Emancipation Proclamation. The other two documents are the exchange of views between Horace Greeley and Lincoln in August 1862, at a time after Lincoln had already written but not yet issued the proclamation. Use these documents as a guide in writing an editorial as if you were Horace Greeley. The editorial should be Greeley's response upon learning of the preliminary Emancipation Proclamation issued on September 22, 1862. The editorial should in part refer to the exchange of letters you, as Greeley, had with Lincoln earlier that year in August.
- ◆ The teacher will separate students into small groups. In the group, you will discuss Primary Source 3.10. This is Lincoln's own explanation of his thinking about whether or not to issue the Emancipation Proclamation. You and the other members of your group will then maintain a collaborative journal, and you should write at least three entries in it over a period of several days. Your first entry should evaluate Lincoln's explanation by referring to one other primary source for this lesson. Then write two more entries that respond to what others in the group have written. At the end of the exercise, you will share parts of your journal in an all-class discussion.
- ◆ Your teacher will separate the class into two large groups. Read Primary Sources 3.2 and 3.10. Both of these documents refer in part to Lincoln's dealings with General Frémont in Missouri in August 1861. With the rest of your group, you will prepare to debate the question of whether Lincoln's decisions about General Frémont were reasonable. One group will oppose Lincoln's decisions. The other will defend those decisions. Your teacher may give you time to do further research into this episode. In presenting your case, your group should refer to some of the other primary sources for the lesson where relevant.

Taking Action

- ◆ You will be asked to plan and carry out an Emancipation Proclamation Day for the entire school. Your teacher will assign groups to plan various activities. One group could produce posters of cartoons and photos from the time related to the Emancipation Proclamation, with notes explaining their relevance. Another group could stage a reading of the Emancipation Proclamation followed by a brief debate about it. In the debate, students may be asked to take the part of some of the figures from the primary sources, such as Lincoln, General Frémont, Horace Greeley, members of the Illinois legislature, or escaped slaves joining Union forces. A third group might produce a background sheet with information explaining the proclamation and why students today should know more about it. A fourth group will be asked to make a video recording of the event to use in the next assignment.
- ◆ Make the video of the Emancipation Proclamation Day available online. Then use social media to receive and record responses to the video. You may be asked to let local newspapers and other media outlets know about the Emancipation Proclamation Day. Supply them with photos, video clips, background sheets, PowerPoint presentations, and other documents, and urge them to report on the event to the community.

The Emancipation Proclamation Rubric

Criteria	Unacceptable	Developing	Proficient	Excellent
Focus	Tries to respond to task instructions but lacks clear focus on a central idea or thesis	Addresses the task instructions adequately but focus on a central idea or thesis is uneven	Responds to the task instructions appropriately and convincingly; has a consistent focus on a central idea or thesis	Responds to all task instructions convincingly; has a clear and strong focus on a well-developed central idea or thesis
Research	Refers to some sources but fails to connect these in a relevant way to the task instructions	Refers to relevant sources well but does not always connect these clearly to the task instructions	Refers to relevant sources accurately and usually connects these to the task instructions and a central idea	Refers to relevant sources accurately and in great detail and connects these clearly to the task instructions and a central idea
Development and Use of Evidence	Uses some details and evidence from sources but does not make clear the relevance to the task purpose or instructions	Uses details and evidence from sources generally but not always in support of a clear focus relevant to the task purpose or instructions	Uses details and evidence from sources in a way that effectively supports a focus relevant to the task purpose or instructions	Uses details and evidence from sources along with clear explanations demonstrating deep understanding of the task purpose or instructions
Content	Refers to disciplinary content without clearly understanding it or while using it in an irrelevant or inaccurate manner	Refers to disciplinary content with some understanding but not always with a clear idea of its relation to the overall task	Accurately uses disciplinary content and demonstrates a clear idea of its relation to the overall task	Uses disciplinary content effectively and explains thoroughly and in-depth its relation to the overall task
Conventions	Demonstrates only limited control of standard English conventions, with many errors in spelling, punctuation, grammar, and other conventions	Demonstrates some command of standard English conventions with limited errors in spelling, punctuation, grammar, and other conventions	Demonstrates adequate command of standard English conventions with few errors in spelling, punctuation, grammar, and other conventions	Demonstrates a well-developed command of standard English conventions with few errors and a use of language appropriate to the audience and the purpose of the task

Primary Source Bibliography

- 3.2 Lincoln, Abraham. "Letter to Orville Hickman Brown." In *The Collected Works of Abraham Lincoln*. Vol. 4. Ann Arbor: University of Michigan Digital Library Production Services, 2001.
- 3.3 Lincoln, Abraham. "Appeal to Border State Representatives to Favor Compensated Emancipation," July 12, 1862. In *The Collected Works of Abraham Lincoln*. Vol. 5. Ann Arbor: University of Michigan Digital Library Production Services, 2001.
- 3.4 Lincoln, Abraham. "Preliminary Emancipation Proclamation," September 22, 1862. In *The Collected Works of Abraham Lincoln*. Vol. 5. Ann Arbor: University of Michigan Digital Library Production Services, 2001.
- 3.5 Greeley, Horace. "The Prayer of Twenty Millions." *New York Tribune*, August 19, 1862. Reproduced in *The Abraham Lincoln Papers at the Library of Congress, Series 2. General Correspondence*. 1858-1864. Available online from the Library of Congress.
- 3.6 Lincoln, Abraham. "A Letter from President Lincoln; Reply to Horace Greeley." *The New York Times*, August 24, 1862. Available online from *The New York Times*.
- 3.7 *Illinois State Register*, January 7, 1863. In *American Wars*, by Ballard C. Campbell. New York: Facts On File, 2012.
- 3.8 Stoddard, William Osborn. *Inside the White House in War Times*. New York: Charles L. Webster, 1890.
- 3.9 "The Proclamation of Freedom," *New York Tribune*, January 12, 1863, as reprinted in the *Pacific Appeal* on February 21, 1863. Available online from the California Digital Newspaper Collection.
- 3.10 Lincoln, Abraham. "To Albert G. Hodges," in *The Collected Works of Abraham Lincoln*, Vol 7. Ann Arbor: University of Michigan Digital Library Production Services, 2001.

Sources for Further Study

Burchard, Peter. *Lincoln and Slavery*. New York: Atheneum Books for Young Readers, 1999.

January, Brendan. *The Emancipation Proclamation*. New York: Children's Press, 1998.

———. *The Lincoln-Douglas Debates*. New York: Children's Press, 1998.

King, Wilma. *Children of the Emancipation*. Minneapolis, MN: Carolrhoda Books, 2000.

McKissack, Pat, and Fredrick McKissack. *Days of Jubilee: The End of Slavery in the United States*. New York: Scholastic Press, 2003.



Reconstruction

Why Did It Fail?

Overview

Introduction

More than 600,000 soldiers lost their lives in the Civil War. It took this horrifying destruction to force the South to give up. Once it did, it had to accept that its independence and its slave-labor system were at an end. Suddenly, the task facing the North was how to reunify the nation, not tear it apart. Would more harsh treatment of the South work best? Or would a more lenient approach be better? Which would persuade Southerners to accept black freedom and full citizenship for the freed slaves? As it turned out, this great effort at “reconstruction” failed, and a new era of unequal rights and strict racial segregation set in. Why did Reconstruction fail? That is the compelling question for this lesson. Students will work with ten primary sources. These primary sources form the core content for a set of tasks that will help them answer the compelling question.

Objectives

Students will work individually and in small groups to respond in a meaningful way to a compelling question about the era of Reconstruction. They will apply discipline-specific background knowledge, use scaffolding, and engage in instructional activities to interpret primary sources before presenting their ideas to the class.

C3 Standards Addressed by This Lesson

- ◆ **D1.4.6-8.** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- ◆ **D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.
- ◆ **D2.His.5.6-8.** Explain how and why perspectives of people have changed over time.
- ◆ **D2.His.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- ◆ **D2.His.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- ◆ **D2.His.16.6-8.** Organize applicable evidence into a coherent argument about the past.
- ◆ **D2.Civ.8.6-8.** Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- ◆ **D2.Eco.7.6-8.** Analyze the role of innovation and entrepreneurship in a market economy.
- ◆ **D2.Geo.5.6-8.** Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- ◆ **D2.Geo.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- ◆ **D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- ◆ **D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.
- ◆ **D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- ◆ **D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.

- ◆ **D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- ◆ **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- ◆ **D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Common Core Anchor Standards Addressed by This Lesson

- ◆ **CCSS.ELA-LITERACY.CCRA.R.1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.6.** Assess how point of view or purpose shapes the content and style of a text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- ◆ **CCSS.ELA-LITERACY.CCRA.W.7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- ◆ **CCSS.ELA-LITERACY.CCRA.SL.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Teaching Instructions

Compelling Question

Why did Reconstruction fail?

Preparation

Provide all students with a copy of the Introductory Essay. Assign this reading as homework. In addition, assign all relevant parts of your course textbook or other basic reading material. Remind students to keep the compelling question for the lesson in mind as they read.

**Asking Questions about Reconstruction**

This part of the task stresses Dimensions 1 and 2 of the C3 Framework

Day One

1. Briefly discuss the Introductory Essay in class and address any initial questions students may have.
2. Distribute the How to Analyze a Primary Source handout. Review each suggestion with the class, and remind students to refer back to the handout as they read the primary sources in this lesson.
3. Divide the class into four small groups. Each group will focus its work on one of the four basic disciplines identified in Dimension 2 of the C3 Framework—history, civics, geography, or economics. As they work, the groups should keep in mind the lesson’s overall compelling question. However, for Day One and Day Two, each group will work mainly with a second compelling question—one related specifically to its assigned discipline.
4. Provide each group with one copy of its discipline-specific Assignment Sheet. Give each student a copy of all the primary sources for this lesson. Each group may share a primary source packet, if necessary.
5. Have students complete the Day One section of their Assignment Sheets. The objective for Day One is for groups to read three primary sources, and then formulate one supporting question about each of those sources. The supporting questions should be recorded in the spaces provided on the Assignment Sheet.

**Applying Disciplinary Concepts and Evaluating Sources and Evidence**

This part of the task stresses Dimensions 2 and 3 of the C3 Framework

Day Two

6. Students will return to their previously assigned groups and formulate a claim addressing their group’s compelling question. After reading the remaining seven primary sources, they will select one that supports their claim.

7. Using the evidence gathered from primary sources, each group will then prepare a brief (five- to ten-minute) presentation about the era of Reconstruction from the group's disciplinary perspective. The presentation can be in the form of an oral report, a debate among group members, or a PowerPoint or similar type of presentation. Allow time for students to prepare by discussing and debating topics with the members of their group.

Day Three

8. Each group will deliver its presentation (prepared by the students as their final task on Day Two). Allow time for class discussion following each presentation, and for a final effort to answer the central compelling question for the lesson.



Communicating Results and Taking Action

This part of the task stresses Dimension 4 of the C3 Framework

Students will complete a final project that expresses an understanding of the topic and responds clearly to the unit's central compelling question. The project may be completed in groups, but students should be evaluated individually.

Distribute the Communicating Results and Taking Action handout, and decide whether you will assign the projects or allow students to form groups and choose tasks on their own. Set a reasonable deadline. Students should review the Reconstruction Rubric so they can understand how their performance will be evaluated. The projects are summarized below.

Communicating Results

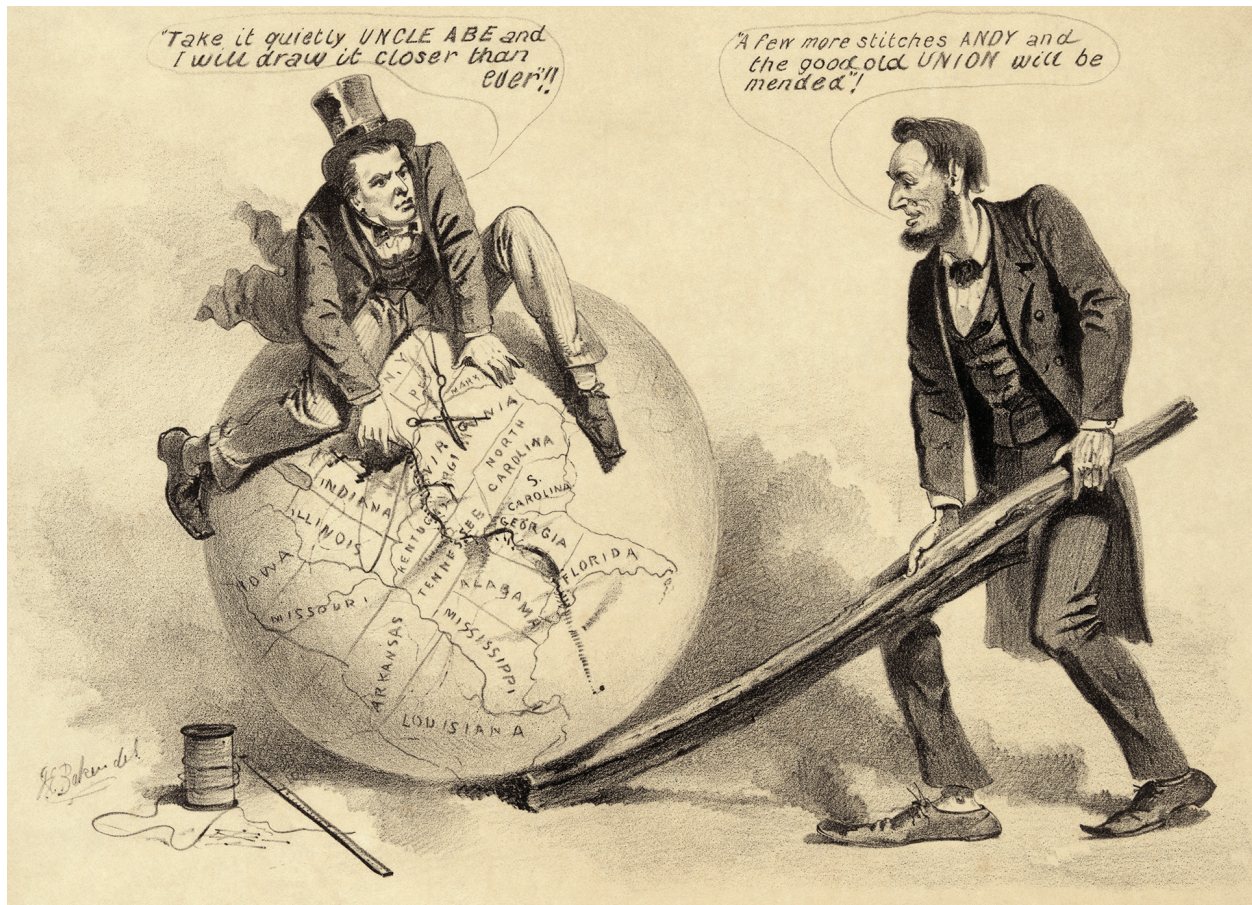
- ◆ Have students study Primary Source 4.7. It is a cartoon with two panels depicting the South's "strong" government and "weak" government. As a group discuss this cartoon by focusing on this question: Does your history textbook's treatment of Reconstruction back the point of view expressed by the cartoon? Have students pretend to be Thaddeus Stevens (Primary Source 4.5), an African American legislator from Primary Source 4.6, Adalbert Ames (Primary Source 4.8), or Robert Ingersoll (Primary Source 4.9). As one of these figures, each student will write a long letter to the editor analyzing the cartoon and evaluating the overall success or failure of Reconstruction.
- ◆ Separate students into small groups. Each group should read and discuss Primary Source 4.2. Each group should prepare a brief statement addressing this question: Would Reconstruction have succeeded had Sherman's Special Field Order No. 15 (Primary Source 4.2) been implemented throughout the South after the Civil War? Each group will make a five-minute presentation of its views and answer questions from the rest of the class.
- ◆ Have students closely read and discuss Primary Source 4.10, the passages from the *Plessy v. Ferguson* decision. Then have students read Primary Sources 4.2, 4.4, 4.5, 4.8, and 4.9. Students will write a short dialogue in which at least two of the authors of those five primary sources respond to and discuss the *Plessy v. Ferguson* decision.

Taking Action

- ◆ Have the class read more about the Supreme Court's decision in the case of *Plessy v. Ferguson* (1896). Also have the students read more about the *Brown v. Board of Education* decision of 1954. Discuss these cases in class and have students create a questionnaire of ten questions to administer to other students in the school. Based on the results of the questionnaire, create a bulletin board display or online presentation for the school about the two cases. Title it "The Long Legacy of Reconstruction."
- ◆ Based on the work in the previous assignment, use social media to share with others the results of the questionnaire about the *Plessy v. Ferguson* and the *Brown v. Board of Education* decisions. Ask those contacted in this way to comment on the significance of these two decisions and their impact on issues that still face the nation.

Introductory Essay

The Failure of Reconstruction



The "Rail Splitter" at Work Repairing the Union

The Civil War ended with a crushing defeat for the South. Union general William T. Sherman's sweep through Georgia and the Carolinas in 1864–1865, known as his scorched-earth march, left large areas smoldering in ruins. Sherman's aim was to destroy everything that might aid the South in a last-ditch effort to save the dying Confederacy. Elsewhere throughout the South, life was already badly disrupted. Union forces besieged the Confederate capitol of Richmond, Virginia. In April, Confederate

general Robert E. Lee finally surrendered to Union general Ulysses S. Grant. More than 600,000 soldiers lost their lives in the Civil War. It took this horrifying destruction to force the South to give up. Now it had to accept that its independence and its slave-labor system were at an end.

Suddenly, however, the task was to reunify the nation, not tear it apart. Would more harsh treatment of the South work best? Or would a more lenient approach be better? Which would convince Southerners to accept black freedom and full citizenship for the freed slaves? Lincoln hoped to ease the South back into the Union gently. We'll never know if he could have accomplished that task. On April 14, 1865, Lincoln was assassinated. His successor, Andrew Johnson, was both weak and hot-headed. He was also a Southerner, and he immediately began to make things easy for the former Confederacy. By the end of 1865, Johnson's mild form of Reconstruction was clearly having an impact. Former rebel leaders were allowed to resume control over their states. "Black codes" in several states limited the freedom of former slaves to travel, change jobs, and exercise other ordinary rights. Also, the Ku Klux Klan and other secretive groups began using terror tactics to keep blacks from voting or exercising other citizenship rights.

Northern antislavery lawmakers mistrusted Johnson from the start. These "Radical Republicans" in Congress soon began to oppose his every move. They ultimately impeached Johnson and tried to remove him from office. They failed, but it hardly mattered. They had the two-thirds majorities in Congress needed to override any presidential veto. As a result, Congress soon imposed harsh military rule on the South. It did so partly to enforce black equality. Republicans then won control of Southern state governments. They did this with the votes of African Americans and with the protection of the Army. The Fourteenth Amendment (ratified in 1868) said that no state could deny any person "life, liberty, or property, without due process of law" or "deny to any person within its jurisdiction the equal protection of its laws." The Fifteenth Amendment (ratified in 1870) guaranteed blacks the right to vote.

Many idealistic Northerners went south to work for the Freedmen's Bureau. It created schools and provided other help for former slaves. Yet concern for the former slaves was not the only motive behind Reconstruction. Many Republicans also used black voters to ensure their party's political control. Corruption in these governments and in the Freedmen's Bureau was common. However, that was true also across the whole nation



Andrew Johnson



Segregation in North Carolina

in those years. Corruption scandals inside President Ulysses S. Grant's administration (1869–1877) led many Northerners to turn against Republican rule. They grew tired of Reconstruction. They came to distrust the ideology used to justify it. In the South, military rule only added to white racist contempt for black voters and legislators.

The North pulled the last troops out of the South in 1877. After that, Southern all-white governments soon put an end to black political participation.

Republican Reconstruction did little to deal with the former slaves' economic problems. The Union army did grant lands to some of them during the war. However, these efforts were quickly dropped. No large-scale redistribution of land ever took place. Lacking property and schooling, former slaves were often forced to become tenant farmers and sharecroppers. This did little to help them move ahead. It left many of them weak and dependent. Soon, "Jim Crow" segregation laws were imposed. The races were separated. African American voting and other rights were denied. Decades of second-class citizenship followed.

Reconstruction ended in failure. Why? Did African Americans simply need more help in creating churches, independent farms, businesses, black colleges, and political organizations? Were racial prejudices in the North too strong to support Reconstruction for long? Was the bitterness of the defeated South simply too deep to overcome? There are no easy answers to these questions. The primary sources for this lesson should help you think through these issues and make up your own mind about these difficult questions.

Image Source: The "Rail Splitter" at Work Repairing the Union, by Joseph E. Baker, 1865, courtesy of the Library of Congress, LC-DIG-ppmsca-17158

Official White House portrait of Andrew Johnson via Wikimedia Commons

Bus station in Durham, North Carolina, by Jack Delano, 1940, courtesy of the Library of Congress, LC-DIG-ppmsc-00199



GROUP MEMBERS:

The Era of Reconstruction

Your group's task is to explore the history of the era of Reconstruction. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Explain how racial attitudes in both the North and the South contributed to the failure of Reconstruction.

3. Read and discuss Primary Sources 4.3, 4.5, and 4.10.
4. Read and discuss the following background information. Use the information to help complete the handout.

Slavery affected all Southerners in many ways. Most Southern whites did not own slaves, yet they shared with the slave owners a belief that only blacks were fit to be enslaved. This gave them a sense of white superiority. And that sense helped to keep whites united on the need to protect slavery. Even non-slaveholding whites feared Northern abolitionist ideas. They were terrified that such ideas might lead the slaves to rise in violent revolt. They were also afraid that millions of freed slaves would compete with them for jobs and wages. During Reconstruction, these fears led to new efforts to separate the races and limit the rights of African Americans.

Racial fears before the Civil War also led many in the North to oppose the spread of slavery. Abolitionists said slavery was morally wrong. Many others, however, wanted only to keep black slaves out of the territories or the North itself. They feared that black slave laborers would do the jobs that free white workers were doing. This fear continued after the Civil War in a different form. It focused on the idea that freed slaves would move North in search of work.

In these various ways the legacy of racism made a humane and fair Reconstruction much harder to achieve.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 4.3

Primary Source 4.5

Primary Source 4.10

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Explain how racial attitudes in both the North and the South contributed to the failure of Reconstruction.

State your group's claim here:

7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's compelling question. Use the space below for notes or to create an outline of your group's presentation.



GROUP MEMBERS:

The Era of Reconstruction

Your group's task is to explore civics issues in the era of Reconstruction. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Did Republican and Democratic party politics after the Civil War contribute to the failure of Reconstruction? Why or why not?
3. Read and discuss Primary Sources 4.5, 4.7, and 4.9.
4. Read and discuss the following background information. Use the information to help complete the handout.

When the Civil War ended, the Republican Party was in complete control of Congress. The 1865 party makeup of the House was 132 Republicans to just 40 Democrats. In the Senate, 39 Republicans faced 9 Democrats. One key reason for this huge Republican majority was the fact that eleven Southern states had not been admitted back into the Union. The Democratic Party's greatest support had been in those states. Without the South's representatives in Congress, Republicans were sure to hold large majorities.

During Reconstruction, radical Republicans worked hard to protect African American political rights in the South. Many of them did this because they honestly believed in equal rights for all. However, they also saw partisan political gain from it. They knew the former slaves would almost all vote for Republicans. That is what happened. With U.S. troops in place, Republican politicians were able to win Southern elections by relying heavily on black votes. Was this an admirable aspect of Reconstruction? Or was it a mistake that only added to white resentment of the

freed slaves? In the 1870s, Republicans in the North tired of Reconstruction. When the troops were removed, white-ruled Democratic governments returned and put an end to black political participation.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 4.5

Primary Source 4.7

Primary Source 4.9

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Did Republican and Democratic party politics after the Civil War contribute to the failure of Reconstruction? Why or why not?

State your group's claim here:

7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's compelling question. Use the space below for notes or to create an outline of your group's presentation.



Economics Group

GROUP MEMBERS:

The Era of Reconstruction

Your group's task is to explore the economics of Reconstruction. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Some say Reconstruction failed because the freed slaves' economic needs were not dealt with effectively. Explain why you do or do not agree with this view.
3. Read and discuss Primary Sources 4.2, 4.4, and 4.6.
4. Read and discuss the following background information. Use the information to help complete the handout.

During Reconstruction, tens of thousands of former slaves took to the roads. Many searched for relatives from whom they had been separated because of slavery. Others moved to towns in search of work. Some headed for the western frontier. Some became landowners and built lives as independent farmers. They were the lucky ones.

The majority soon became trapped as sharecroppers or tenant farmers, often working for their former owners. Sharecroppers paid a portion of their crop to the landowner in exchange for land, tools, supplies, and other necessities. Usually, the crop was not valuable enough to cover all the sharecropper's debts. Endless debt and growing racial segregation made this form of labor almost as harsh and confining as slavery.

Why did this happen? Why did Reconstruction fail former slaves so badly? In part it was because lands were rarely seized and divided

among the freed slaves. Some generals during the war did this, but the antislavery Radical Republicans stressed political rights. They helped many African Americans gain elected office. But they deeply respected private property, even the property of former Confederate rebels. As a result, they failed to see how vital an economic resource such as land could be to give blacks the independence they would need once Reconstruction came to an end.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 4.2

Primary Source 4.4

Primary Source 4.6

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Some say Reconstruction failed because the freed slaves' economic needs were not dealt with effectively. Explain why you do or do not agree with this view.

State your group's claim here:

7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's compelling question. Use the space below for notes or to create an outline of your group's presentation.



Geography Group

GROUP MEMBERS:

The Era of Reconstruction

Your group's task is to explore the geographical factors influencing Reconstruction. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

The Civil War split the nation in half geographically. How did this sharp geographical divide make it harder to carry out an effective program of Reconstruction?

3. Read and discuss Primary Sources 4.1, 4.3, and 4.8.
4. Read and discuss the following background information. Use the information to help complete the handout.

Winning a war against a powerful army is hard enough. Even harder is conquering an entire society. Perhaps hardest of all is pacifying and reuniting that society within the conquering nation. That third task is what Reconstruction tried to do. Given the bitterness and destruction of the Civil War, it is not surprising that Reconstruction did not work well. Making it all the harder was the huge geographical size and diversity of the Confederacy. It was larger than several European nations. It had thousands of miles of sea coast, with many fine ports. It was divided by major river systems; fertile cotton-producing lands; and rugged, hard-to-reach mountainous regions. It had a few key cities—Charleston, New Orleans, Richmond, Mobile—but most of its people were scattered in thousands of widely separated rural communities.

Conquering such a region was hard enough. To police it all during Reconstruction would have been difficult even for a powerful, modern state. Altering attitudes and forcing the races to get along were tasks

that no one really knew how to do all that well. The North was simply not willing to spend the money or send a large enough army to have much effect on this vast region.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 4.1

Primary Source 4.3

Primary Source 4.8

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

The Civil War split the nation in half geographically. How did this sharp geographical divide make it harder to carry out an effective program of Reconstruction?

State your group's claim here:

7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's compelling question. Use the space below for notes or to create an outline of your group's presentation.

How to Analyze a Primary Source

For this lesson, you will be studying several primary source documents. This handout offers suggestions for how best to read and analyze historical primary sources. Studying such sources is challenging. They were created in a different time and place. Their language and use of certain key terms often differ from ours. They assume things we might not accept. They arise out of historical circumstances and settings that differ greatly from our own times. To use such sources as evidence, you need to apply some special historical thinking skills and habits. Here are some guidelines to help you do this.

◆ *Question the source*

Since no primary source was written with you and your interests in mind, you need to be clear about what you are looking for when you examine a source. You need to stay in charge of the investigation. Act like a detective, and ask questions. Above all, keep your own most important compelling questions in mind as you read and think about a source.

◆ *Consider the source's origins*

This is often simply called “sourcing.” It means asking who created the source, when and where the source was created, and why. If you know the source’s purpose, you will be more likely to see how it is shaped by its creator’s point of view. Among other things, sourcing can help you decide how reliable or typical a source might be.

◆ *Contextualize the source*

“Context” here means the broader historical setting for the source. Sources are always a part of a larger historical context. You need to consider how this context helps clarify the meaning of the source. You also need to decide which context is most important. Sources might be understood best in connection with a local context or a recent event. Alternatively, they might be understood better within a national or international context, or as part of a long-term trend in society at large. Your guiding questions should help you decide which context is most important.

◆ *Corroborate the source*

This means you must think about your source in relation to other sources. Does the source agree with or support those other sources, or does it seem to be at odds with the other sources? Might there be additional sources, which have not been provided to you, that could support or conflict with your source?

◆ *Above all, read the source carefully*

Look at language closely. Pay attention to images, emotional language, metaphors, and other literary devices. Think about what is implied, not merely what is stated or claimed in so many words. Think about what is left out as well as what is included. Make inferences based on your close reading. This will help you get more out of your source than even the source’s creator might have seen in it.

PRIMARY SOURCE ►

4.I

A Letter from James Hammond

Senator James H. Hammond of South Carolina was a forceful defender of slavery and of the South's right to secede from the Union. This passage is from a letter he wrote to Francis Lieber dated April 19, 1860.

Original Document

I firmly believe that the slave-holding South is now the controlling power of the world—that no other power would face us in hostility. Cotton, rice, tobacco, and naval stores command the world; and we have sense to know it, and are sufficiently Teutonic to carry it out successfully. The North without us would be a motherless calf, bleating about, and die of mange and starvation.

Adapted Version

I firmly believe that the slaveholding South is now the controlling power of the world—that no other power would be able to face us in military conflict. Our cotton, rice, tobacco, and naval stores command the world, and we know it; furthermore, we are sufficiently warlike to assert our dominance. The North without us would be a motherless calf, bleating about, and die of mange and starvation.

Original Document Source: Letter from James H. Hammond to Francis Lieber dated April 19, 1860, in *History of the United States 1850–1877*, Vol. 2, 1854–1860, edited by James Ford Rhodes (New York: Macmillan, 1904), 440. Available online from the Hathi Trust Digital Library, <https://babel.hathitrust.org/cgi/pt?id=njp.32101059283513;view=1up;seq=458>.

General Sherman's Special Field Order No. 15

A few months before the end of the Civil War, Union general William T. Sherman issued Special Field Order No. 15. With this order, Sherman's army took control of a thirty-mile-wide strip of land from northern Florida along the coast to Charleston, South Carolina. Several hundred thousand acres of land were turned over to newly freed slaves. The land was divided up into forty-acre sections. Key passages from the order are included here.

Original Document

II. At Beaufort, Hilton Head, Savannah, Fernandina, St. Augustine and Jacksonville, the blacks may remain in their chosen or accustomed vocations—but on the islands, and in the settlements hereafter to be established, no white person whatever, unless military officers and soldiers detailed for duty, will be permitted to reside; and the sole and exclusive management of affairs will be left to the freed people themselves, subject only to the United States military authority and the acts of Congress. By the laws of war, and orders of the President of the United States, the negro is free and must be dealt with as such. . . . Domestic servants, blacksmiths, carpenters and other mechanics, will be free to select their own work and residence, but the young and able-bodied negroes must be encouraged to enlist as soldiers in the service of the United States, to contribute their share towards maintaining their own freedom, and securing their rights as citizens of the United States.

Negroes so enlisted will be organized into companies, battalions and regiments, under the orders of the United States military authorities, and will be paid, fed and clothed according to law. The bounties paid on enlistment may, with the consent of the recruit, go to assist his family and settlement in procuring agricultural implements, seed, tools, boots, clothing, and other articles necessary for their livelihood.

III. Whenever three respectable negroes, heads of families, shall desire to settle on land, and shall have selected for that purpose an island or a locality clearly defined, within the limits above designated, the Inspector of Settlements and Plantations will himself, or by such subordinate officer as he may appoint, give them a license to settle such island or district, and afford them such assistance as he can to enable them to establish a peaceable agricultural settlement. The three parties named will subdivide the land, under the supervision of the Inspector, among themselves and such others as may choose to settle near them, so that each family shall have a plot of not more than (40) forty acres of tillable ground. . . .

CONTINUED

Adapted Version

II. At Beaufort, Hilton Head, Savannah, Fernandina, St. Augustine and Jacksonville, the blacks may continue to do their chosen work. But on the islands and in settlements soon to be established, no white person may reside, except military officers and soldiers. The freed people themselves will be in charge. They will be subject only to the United States military authority and the acts of Congress. By the laws of war and the president's orders, the Negro is free and must be dealt with as such. Domestic servants, blacksmiths, carpenters, and other mechanics are free to select their own work and residence. However, young, able-bodied Negroes must be encouraged to enlist as soldiers in the Union Army. They will help maintain their own freedom and secure their rights as citizens.

Negro soldiers will be organized into companies, battalions, and regiments. They will be under the orders of the Army. They will be paid, fed, and clothed according to law. The bounties paid to enlisted men may, if they wish, go to assist their families and settlements in buying agricultural tools, seed, boots, clothing, and other necessary articles.

III. Whenever three respectable Negro heads of families select lands to settle on in this designated area, officials in charge will give them a license to settle those lands and will help them to establish peaceable agricultural settlements. The three parties named will subdivide the land among themselves and such others as choose to settle near them. They will do this in such a way that each family gets a plot of not more than forty acres of tillable ground.

Original Document Source: William T. Sherman, "Special Field Orders, No. 15," Headquarters Military Division of the Mississippi, January 16, 1865, in *Orders & Circulars*, series 44, Adjutant General's Office, Record Group 94, National Archives. Available at <http://www.blackpast.org/primary/special-field-orders-no-15#sthash.Vsj0LZZN.dpuf>.

After the Civil War ended, several Southern states passed "Black codes." These codes limited the rights of the newly freed African Americans. The codes regulated many aspects of life, in particular the movement of blacks and the terms under which they could work. The codes were passed in 1865–1866, when Andrew Johnson's lenient policies toward the South were in effect. This document includes parts of Mississippi's Black codes.

Original Document

Sec. 3. It shall not be lawful for any freedman, free negro, or mulatto to intermarry with any white person; nor for any white person to intermarry with any freedman, free negro, or mulatto; and any person who shall so intermarry, shall be deemed guilty of felony, and on conviction thereof shall be confined in the State penitentiary for life; and those shall be deemed freedmen, free negroes, and mulattoes who are of pure negro blood, and those descended from a negro to the third generation, inclusive, though one ancestor in each generation may have been a white person.

Sec. 6. All contracts for labor made with freedmen, free negroes, and mulattoes for a longer period than one month shall be in writing, and in duplicate, attested and read to said freedman, free negro, or mulatto by a beat, city or county officer, or two disinterested white persons. . . . [A]nd if the laborer shall quit the service of the employer before the expiration of his term of service, without good cause, he shall forfeit his wages for that year up to the time of quitting.

Sec. 7. Every civil officer shall, and every person may, arrest and carry back to his or her legal employer any freedman, free negro, or mulatto who shall have quit the service of his or her employer before the expiration of his or her term of service without good cause; and said officer and person shall be entitled to receive for arresting and carrying back every deserting employee aforesaid the sum of five dollars, and ten cents per mile from the place of arrest to the place of delivery; and the same shall be paid by the employer, and held as a set-off for so much against the wages of said deserting employee: Provided, that said arrested party, after being so returned, may appeal to the justice of the peace or member of the board of police of the county, who, on notice to the alleged employer, shall try summarily whether said appellant is legally employed by the alleged employer, and has good cause to quit said employer; either party shall have the right of appeal to the county court, pending which the alleged deserter shall be remanded to the alleged employer or otherwise disposed of, as shall be right and just; and the decision of the county court shall be final.

CONTINUED

Adapted Version

Sec. 3. No freedman, free Negro, or mulatto may intermarry with any white person. Nor may any white person marry any freedman, free Negro, or mulatto. Any person who does so will be considered guilty of a felony. If convicted, that person will be confined in the State penitentiary for life. Anyone is considered a freedman, free Negro, or mulatto who is of pure Negro blood, as well as anyone who is descended from a Negro to the third generation—even if one ancestor in each generation was a white person.

Sec. 6. All labor contracts with freedmen, free Negroes, and mulattoes for more than a month shall be in writing, in duplicate. They shall be witnessed and read to said freedman, free Negro, or mulatto by a beat, city or county officer, or two neutral white persons. And if the laborer quits without a good reason before his term of service is up, he loses all wages up to the time of quitting.

Sec. 7. Every civil officer and other person may arrest and return to his employer any freedman, free Negro, or mulatto who quits without good reason before the term of service is up. The employer shall pay the arresting officer or other person five dollars, plus ten cents per mile from the place of arrest to the place of delivery. The employer may then deduct that from the wages of the deserting employee. The alleged employee may appeal this decision. Then officials will notify the alleged employer and will try to decide whether the alleged employee was legally employed by the employer and had a good reason to quit. Either party may then appeal the decision to the county court. After that, the alleged deserter will either be turned over to the employer or disposed of in some other way as the court sees fit.

Original Document Source: Mississippi Black Codes. Available online from BlackPast.org at <http://www.blackpast.org/primary/1866-mississippi-black-codes#sthash.MuwUIVuY.dpuf>.

Baley Wyat: A Freedman Speaks

Baley Wyat was a freed slave who had been granted lands taken by Union forces during the war. In May 1865, however, President Andrew Johnson's lenient amnesty plan allowed former Confederates to take back lands distributed in this way. As a result, Wyat was among a group of former slaves who had to give up their land. In 1866, Quaker school officials of the Freedmen's Bureau met to help the freed slaves deal with this situation. Wyat spoke at that meeting. The superintendent of the Friend's Freedom School had Wyat repeat the speech to him so that he could record it. This passage is from that record of the speech.

Original Document

We now, as a people desire to be elevated, and we desire to do all we can to be educated, and we hope our friends will aid us all they can. . . .

I may state to all our friends, and to all our enemies, that we have a right to the land where we are located. For why? I tell you. Our wives, our children, our husbands, have been sold over and over again to purchase the lands we now locate upon; for that reason we have a divine right to the land. . . .

And then didn't we clear the land and raise the crops of corn, of cotton, of tobacco, of rice, of sugar, of everything? And then didn't the large cities in the North grow up on the cotton and the sugars and the rice that we made? Yes! I appeal to the South and the North if I haven't spoken the words of truth. . . .

God heard our groans. He saw our afflictions, and he came down and delivered us; but another king has now arisen—Andy Johnson! I will not call him king or President; He is not our friend; he has forgotten the afflictions of Joseph, If he ever knew them, and we are now turned back to the old taskmasters.

PRIMARY SOURCE ▶

4.5

A "Radical Republican" Proposal

Andrew Johnson's mild approach to Reconstruction angered many in the North. This was especially true of those Republicans who had been strong opponents of slavery. One of the key leaders of these "radical Republicans" was Representative Thaddeus Stevens of Pennsylvania. On September 6, 1865, Stevens gave a speech outlining a new, radical program for Reconstruction.

Original Document

We hold it to be the duty of the government to inflict condign punishment on the rebel belligerents, and so weaken their hands that they can never again endanger the Union; and so reform their municipal institutions as to make them republican in spirit as well as in name. . . .

We propose to confiscate all the estate of every rebel belligerent whose estate was worth \$10,000, or whose land exceeded two hundred acres in quantity. Policy if not justice would require that the poor, the ignorant, and the coerced should be forgiven. They followed the example and teachings of their wealthy and intelligent neighbors. They would never have started the rebellion, fortunately those who would thus escape, form a large majority of the people, though possessing but a small portion of the wealth. . . .

There are about six millions of freedmen in the South. The number of acres of land is 465,000,000. Of this, those who own above two hundred acres each number about 70,000 persons, holding, in the aggregate, (together with the States,) about 394,000,000 acres. . . . By thus forfeiting the estates of the leading rebels, the government would have 394,000,000 of acres, beside their town property, and yet nine-tenths of the people would remain untouched. Divide this land into convenient farms. Give, if you please, forty acres to each adult male freedm[a]n. Suppose there are one million of them. That would require 40,000,000 of acres, which, deducted from 394,000,000, leaves 354,000,000 of acres for sale. . . .

The whole fabric of Southern society must be changed, and never can it be done if this opportunity is lost. Without this, this government can never be, as it never has been, a true republic. Heretofore, it had more the features of aristocracy than of democracy. The Southern States have been despotisms, not governments of the people. It is impossible that any practical equality of rights can exist where a few thousand men monopolize the whole landed property. The larger the number of small proprietors the more safe and stable the government.

CONTINUED

Adapted Version

We say the government has a duty to punish the rebel war makers. We must make sure they can never again threaten the Union. We must also reform their local institutions so as to make them republican in spirit as well as name.

We say take away the estate of every rebel worth \$10,000. Or every rebel with two hundred acres or more. The poor, the ignorant, and the coerced should be forgiven. They only followed their wealthy and intelligent neighbors. They would never have started the rebellion on their own. Fortunately, they are most of the people, though they own little wealth.

There are about six million freedmen in the South. Of the South's 465,000,000 acres, about 394,000,000 acres are owned by those with 200 acres or more (or by the states). By taking away this land, the government would have 394,000,000 of acres, beside their town property. And yet nine-tenths of the people would not be affected by this. Divide this land into workable farms. Give forty acres to each adult male freedman. Suppose there are one million of them. That would require 40,000,000 acres. Deducted from 394,000,000 acres, that leaves 354,000,000 acres for sale.

Southern society must be totally changed. It will never be done if we don't act now. Unless we do what is proposed here, the government can never become a true republic. Before now, it was more of an aristocracy than a democracy. The Southern states have been despotisms, not governments of the people. No practical equality of rights can exist where a few thousand men control all landed property. The more small landowners there are, the safer and more stable the government will be.

Original Document Source: Thaddeus Stevens, "An Address Delivered to the Citizens of Lancaster, Sept. 6, 1865," in the *Lancaster Daily Evening Express*, September 10, 1865. Available online from *The New York Times* at <http://www.nytimes.com/1865/09/10/news/reconstruction-hon-thaddeus-stevens-great-topic-hour-address-delivered-citizens.html?pagewanted=all>.

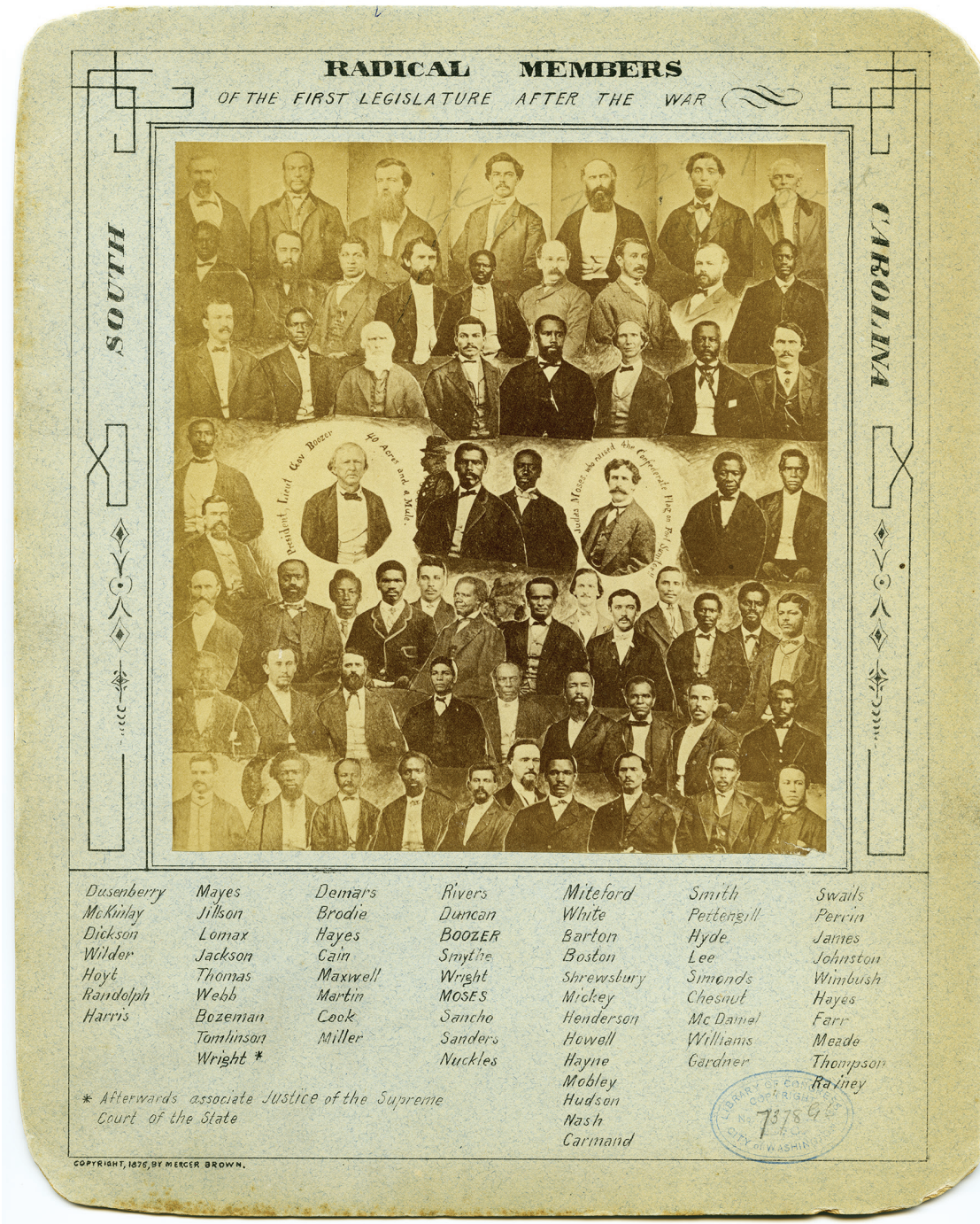
PRIMARY SOURCE ▶

4.6

A Reconstruction Legislature

During Radical Reconstruction, federal troops were sent to protect African American political rights. A large number of blacks served in various Reconstruction governments. This photomontage shows members of the first South Carolina legislature following the Civil War.

Original Document



Original Document Source: From "Radical Members of the First Legislature after the War, South Carolina."
Courtesy of the Library of Congress Prints and Photographs Division, Reproduction No. LC-DIG-ppmsca-30572.

PRIMARY SOURCE ▶

4.7

A "Strong" South and a "Weak" South

Reconstruction finally ended when Rutherford B. Hayes became president in 1877 and the last troops were removed from the South. This two-part cartoon expresses an opinion about the end of Reconstruction once President Hayes took office. The cartoon was published in 1880. On the left, it shows a female figure labeled "the Solid South" straining under the weight of former president Ulysses S. Grant in a huge piece of luggage labeled "carpet bag and bayonet rule." On the right, Rutherford B. Hayes is plowing under the carpet bag and bayonets with a plow marked "Let 'em alone policy." The title is "The 'Strong' Government 1869-1877—The 'Weak' Government 1877-1881."

Original Document

Original Document Source: "The 'Strong' Government 1869-1877—The 'Weak' Government 1877-1881." Courtesy of the Library of Congress Prints and Photographs Division, Reproduction No. LC-DIG-ppmsca-15783.

PRIMARY SOURCE ▶

4.8

Adalbert Ames on the Abandonment of Reconstruction

By 1875, the Grant administration was giving up on Radical Reconstruction. Federal officials in the South were told that troops would be used less often to control whites and protect blacks. In Mississippi, former governor Adalbert Ames, a Republican, wrote to his wife on October 12, 1875. He admitted that his efforts to protect the rights of the freed slaves had failed.

Original Document

Yes, a revolution has taken place—by force of arms—and a race are disfranchised—they are to be returned to a condition of serfdom—an era of second slavery. Now it is too late. The nation should have acted, but it was “tired of the annual autumnal outbreaks in the South”—see Grant’s and Pierrepont’s letter to me. The political death of the Negro will forever release the nation from the weariness of such “political outbreaks.” You may think I exaggerate. Time will show you how accurate my statements are.

Adapted Version

Yes, a revolution has taken place—by force of arms—and the black race is disfranchised and are now to be returned to a condition of serfdom, an era of second slavery. Now it is too late. The nation should have acted, but it was “tired of the annual autumnal outbreaks in the South”—see Grant’s and Pierrepont’s letter to me. The political death of the Negro will forever release the nation from the weariness of such “political outbreaks.” You may think I exaggerate. Time will show you how accurate my statements are.

Original Document Source: Letter from Adalbert Ames to his wife dated October 12, 1875, in *The Class of 1861: Custer, Ames, and Their Classmates after West Point*, edited by Ralph Krushner (Carbondale: Southern Illinois University Press, 1999), 105–106. Available online from Google Books at https://books.google.com/books?id=hCR6CgAAQBAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.

Even as Reconstruction ended, not everyone in the North was willing to forgive and forget the South's rebellion and its defense of slavery. This can be seen in this passage from "The Veteran Soldiers," a speech by Robert Ingersoll, delivered to a soldiers' and sailors' reunion in Indianapolis, Indiana, in 1876.

Original Document

I am opposed to the Democratic Party, and I will tell you why. Every State that seceded from the United States was a Democratic State. Every ordinance of secession that was drawn, was drawn by a Democrat. Every man that endeavored to tear the old flag from the heaven that it enriches, was a Democrat. Every man that tried to destroy this nation was a Democrat. Every enemy this great Republic has had for twenty years has been a Democrat. Every man that shot Union soldiers, was a Democrat. Every man that starved Union soldiers, and refused them in the extremity of death, a crust, was a Democrat. Every man that loved slavery better than liberty, was a Democrat. The man that assassinated Abraham Lincoln, was a Democrat. Every man that sympathized with the assassin—every man glad that the noblest President ever elected was assassinated, was a Democrat. Every man that wanted the privilege of whipping another man to make him work for him for nothing, and pay him with lashes on his naked back, was a Democrat.

Adapted Version

I oppose the Democratic Party. I will tell you why. Every state that seceded from the United States was a Democratic state. Every ordinance of secession, was drawn by a Democrat. Every man who tried to tear down the old flag was a Democrat. Every man who tried to destroy this nation was a Democrat. Every enemy this great republic has had for twenty years has been a Democrat. Every man who shot Union soldiers was a Democrat. Every man who starved Union soldiers or refused one a crust as he was dying was a Democrat. Every man who loved slavery better than liberty was a Democrat. The man who assassinated Abraham Lincoln was a Democrat. Every man who sympathized with the assassin and was glad to see the assassination of the noblest president ever was a Democrat. Every man who wanted the right to whip another man to make him work for him for nothing, and to pay him with lashes on his naked back, was a Democrat.

Original Document Source: Robert Ingersoll, speech delivered to a soldiers' and sailors' reunion, 1876, in *American Orators and Oratory*, edited by G. M. Whitman (San Francisco: Occidental, 1884), 606. Available online from Google Books at https://books.google.com/books?id=9yBNAQAAMAAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.

Plessy v. Ferguson was a case heard before the Supreme Court in 1896. In its decision, the Supreme Court upheld state racial segregation laws for public facilities. It justified such laws under the concept of "separate but equal." That is the view that separate facilities for African Americans were legal as long as they were equal to those for whites. In reality, they rarely were equal. In this case, the law under review required railway companies to provide separate coaches for "white and colored races." This separate but equal rule was finally rejected by the 1954 Supreme Court decision in *Brown v. Board of Education of Topeka, Kansas*. These passages are from the *Plessy v. Ferguson* decision.

Original Document

This case turns upon the constitutionality of an act of the general assembly of the state of Louisiana, passed in 1890, providing for separate railway carriages for the white and colored races. Acts 1890, No. 111, p. 152.

The first section of the statute enacts that all railway companies carrying passengers in their coaches in this state, shall provide equal but separate accommodations for the white, and colored races, by providing two or more passenger coaches for each passenger train, or by dividing the passenger coaches by a partition so as to secure separate accommodations. . . . No person or persons shall be permitted to occupy seats in coaches, other than the ones assigned to them, on account of the race they belong to. . . .

By the fourteenth amendment, all persons born or naturalized in the United States, and subject to the jurisdiction thereof, are made citizens of the United States and of the state wherein they reside; and the states are forbidden from making or enforcing any law which shall abridge the privileges or immunities of citizens of the United States, or shall deprive any person of life, liberty, or property without due process of law, or deny to any person within their jurisdiction the equal protection of the laws. . . .

The object of the amendment was undoubtedly to enforce the absolute equality of the two races before the law, but, in the nature of things, it could not have been intended to abolish distinctions based upon color, or to enforce social, as distinguished from political, equality, or a commingling of the two races upon terms unsatisfactory to either. Laws permitting, and even requiring, their separation, in places where they are liable to be brought into contact, do not necessarily imply the inferiority of either race to the other, and have been generally, if not universally, recognized as within the competency of the state legislatures in the exercise of their police power. The most common instance of this is connected

CONTINUED

with the establishment of separate schools for white and colored children, which have been held to be a valid exercise of the legislative power even by courts of states where the political rights of the colored race have been longest and most earnestly enforced.

Adapted Version

This case is about the constitutionality of an 1890 act of the state of Louisiana providing for separate railway cars for the white and colored races.

The act orders all railway companies carrying passengers in this state to provide equal but separate accommodations for the white and colored races. They are to do this by providing two or more passenger coaches for each passenger train. Or they must divide the passenger coaches by a partition separating the races. No one may occupy seats in coaches other than the ones assigned to them by their race.

The Fourteenth Amendment says that all persons born or naturalized in the United States, and under its official power, are citizens of the United States and of their state. It says states may not take away any “privileges or immunities” from those citizens. Nor may it deprive any person of life, liberty, or property without due process of law. Nor can it deny to any person the equal protection of the laws.

The amendment is meant to enforce the equality of the two races before the law. However, it is clearly not meant to abolish all distinctions based upon color. Nor is it meant to enforce social equality along with political equality. It is also not meant to force a mixing of the two races in ways unacceptable to either. Laws requiring their separation in places where they come into contact do not necessarily imply the inferiority of either race. Such laws have usually been accepted as a legal use of police power by state legislatures. The most common example has to do with creating separate schools for white and colored children. This has been held to be a valid state power even by courts of states where the colored race has held political rights longest.

Communicating Results and Taking Action

Communicating Results

- ◆ Study Primary Source 4.7. It is a cartoon with two panels depicting the South's "strong" government and "weak" government. As a group, discuss this cartoon by focusing on this question: Does your history textbook's treatment of Reconstruction back the point of view expressed by the cartoon? You will pretend to be Thaddeus Stevens (Primary Source 4.5), an African American legislator (Primary Source 4.6), Adalbert Ames (Primary Source 4.8), or Robert Ingersoll (Primary Source 4.9). As one of these figures, you will write a long letter to the editor analyzing the cartoon and evaluating the overall success or failure of Reconstruction.
- ◆ The teacher will separate students into small groups. Each group should read and discuss Primary Source 4.2. Each group should prepare a brief statement addressing this question: Would Reconstruction have succeeded had Sherman's Special Field Order No. 15 (Primary Source 4.2) been implemented throughout the South after the Civil War? Each group will make a five-minute presentation of its views and answer questions from the rest of the class.
- ◆ Closely read and discuss Primary Source 4.10, the passages from the Supreme Court's decision in the *Plessy v. Ferguson* case of 1896. Then read Primary Sources 4.2, 4.4, 4.5, 4.8, and 4.9. Write a short dialogue in which at least two of the authors of those five primary sources respond to and discuss the *Plessy v. Ferguson* decision.

Taking Action

- ◆ Read more about the Supreme Court's decision in *Plessy v. Ferguson*. Also read more about the *Brown v. Board of Education* decision of 1954. Discuss these cases in class and create a questionnaire of ten questions to administer to other students in the school. Based on the results of the questionnaire, create a bulletin board display or an online presentation for the school titled "The Long Legacy of Reconstruction" that summarizes the two cases and their long-term effects.
- ◆ Based on the work in the previous assignment, use social media to share with others the results of the questionnaire about the *Plessy v. Ferguson* and the *Brown v. Board of Education* decisions. Ask those contacted in this way to comment on the significance of these two decisions and their impact on issues that still face the nation.

The Reconstruction Rubric

Criteria	Unacceptable	Developing	Proficient	Excellent
Focus	Tries to respond to task instructions but lacks clear focus on a central idea or thesis	Addresses the task instructions adequately but focus on a central idea or thesis is uneven	Responds to the task instructions appropriately and convincingly; has a consistent focus on a central idea or thesis	Responds to all task instructions convincingly; has a clear and strong focus on a well-developed central idea or thesis
Research	Refers to some sources but fails to connect these in a relevant way to the task instructions	Refers to relevant sources well but does not always connect these clearly to the task instructions	Refers to relevant sources accurately and usually connects these to the task instructions and a central idea	Refers to relevant sources accurately and in great detail and connects these clearly to the task instructions and a central idea
Development and Use of Evidence	Uses some details and evidence from sources but does not make clear the relevance to the task purpose or instructions	Uses details and evidence from sources generally but not always in support of a clear focus relevant to the task purpose or instructions	Uses details and evidence from sources in a way that effectively supports a focus relevant to the task purpose or instructions	Uses details and evidence from sources along with clear explanations demonstrating deep understanding of the task purpose or instructions
Content	Refers to disciplinary content without clearly understanding it or while using it in an irrelevant or inaccurate manner	Refers to disciplinary content with some understanding but not always with a clear idea of its relation to the overall task	Accurately uses disciplinary content and demonstrates a clear idea of its relation to the overall task	Uses disciplinary content effectively and explains thoroughly and in-depth its relation to the overall task
Conventions	Demonstrates only limited control of standard English conventions, with many errors in spelling, punctuation, grammar, and other conventions	Demonstrates some command of standard English conventions with limited errors in spelling, punctuation, grammar, and other conventions	Demonstrates adequate command of standard English conventions with few errors in spelling, punctuation, grammar, and other conventions	Demonstrates a well-developed command of standard English conventions with few errors and a use of language appropriate to the audience and the purpose of the task

Primary Source Bibliography

- 4.1 Rhodes, James Ford, ed. *History of the United States from the Compromise of 1850*. Vol. 2, 1854–1860. New York: Macmillan, 1904.
- 4.2 Sherman, William T. “Special Field Orders, No. 15,” Headquarters Military Division of the Mississippi, January 16, 1865. In *Orders & Circulars*, series 44, Adjutant General’s Office, Record Group 94, National Archives. Available online from BlackPast.org.
- 4.3 Mississippi Black Codes. Available online from BlackPast.org.
- 4.4 Wyatt, Baley. “A Freedman’s Speech.” Philadelphia: Friends’ Association of Philadelphia and Its Vicinity for the Relief of Colored Freedmen, circa 1866. Available online from the Library of Congress.
- 4.5 Stevens, Thaddeus. “An Address Delivered to the Citizens of Lancaster, Sept. 6, 1865.” *Lancaster Daily Evening Express*, September 10, 1865. Available online from *The New York Times*.
- 4.6 “Radical Members of the First Legislature after the War, South Carolina.” Library of Congress Prints and Photographs Division, Reproduction Number: LC-DIG-ppmsca-30572. Available online from the Library of Congress.
- 4.7 “The ‘Strong’ Government 1869–1877—The ‘Weak’ Government 1877–1881.” Library of Congress Prints and Photographs Division, Reproduction Number: LC-DIG-ppmsca-15783. Available online from the Library of Congress.
- 4.8 Krishner, Ralph, ed. *The Class of 1861: Custer, Ames, and Their Classmates after West Point*. Carbondale: Southern Illinois University Press, 1999.
- 4.9 Whitman, G. M., ed. *American Orators and Oratory*. San Francisco: Occidental, 1884.
- 4.10 *Plessy v. Ferguson*. 163 U.S. 537, 1896. Available online from Cornell University Law School, Legal Information Institute.

Sources for Further Study

Barden, Cindy. *Slavery, Civil War, and Reconstruction*. Quincy, IL: Mark Twain Media, 2011.

Bartoletti, Susan Campbell. *They Called Themselves the K.K.K.: The Birth of an American Terrorist Group*. Boston: Houghton Mifflin Harcourt, 2014.

Mettger, Zak. *Reconstruction: America after the Civil War*. New York: Lodestar Books, 1994.

Oakes, James. *The Scorpion's Sting: Antislavery and the Coming of the Civil War*. New York: W. W. Norton, 2015.

Thomas, Velma Maia. *Freedom's Children: The Journey from Emancipation into the Twentieth Century*. New York: Crown, 2000.

