



## **STUDENT HANDOUT**

### **A Nation Divided: The Chattanooga Story**

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SET  
1

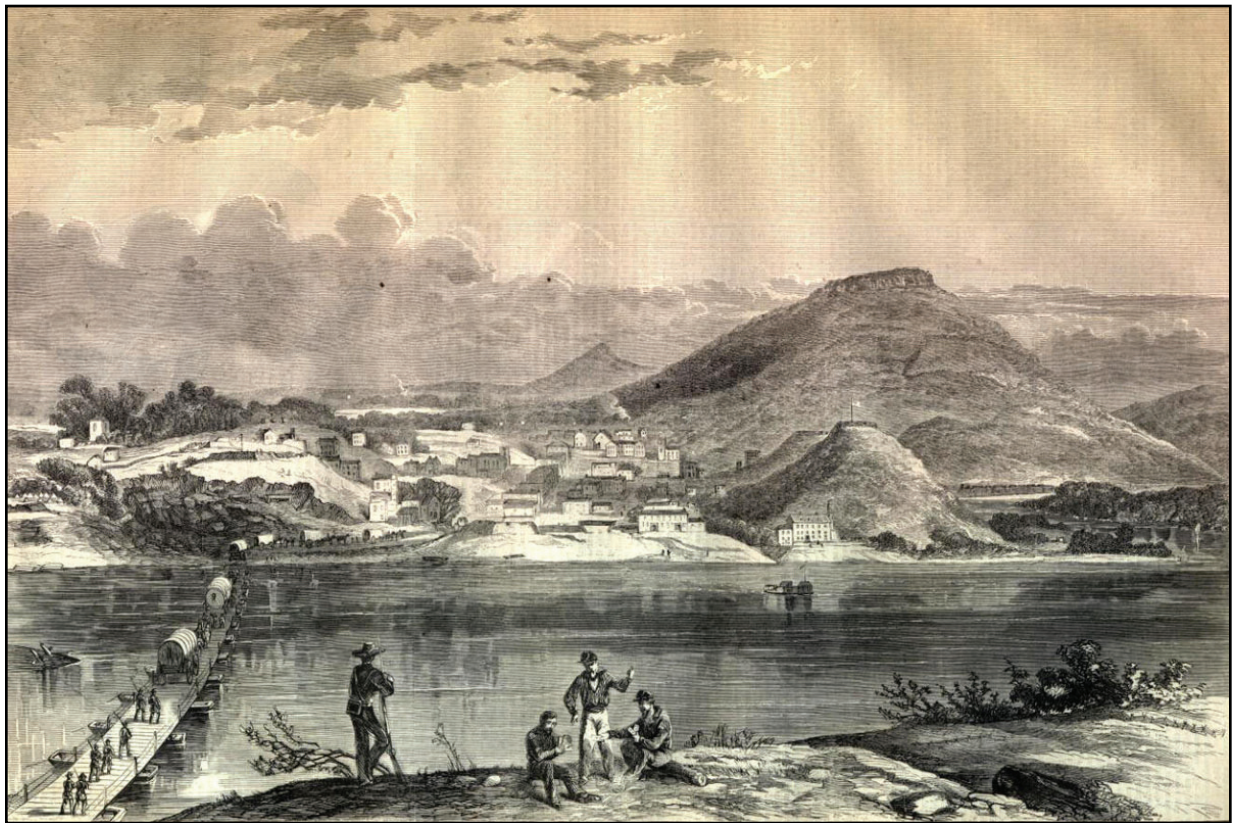
## Student Handout

### Questions:

1. Look at the photo of Chattanooga. What do you notice about the town? (*understanding visuals*)
2. What are the advantages of living in this region of Tennessee? (*scanning, making inferences*)
3. What geographic features can you identify on the map? (*understanding visuals*)
4. Why do you think the location of Chattanooga would make it a good place for businesses? (*understanding visuals, making inferences*)
5. Do you think McCallie's family was "well-to-do"? Why or why not? (*making inferences*)
6. What are these broadsides selling? (*understanding visuals*)
7. What do these broadsides have in common in terms of style? (*comparing and contrasting*)

Slide 1

### ◀ What was Chattanooga like in 1860?



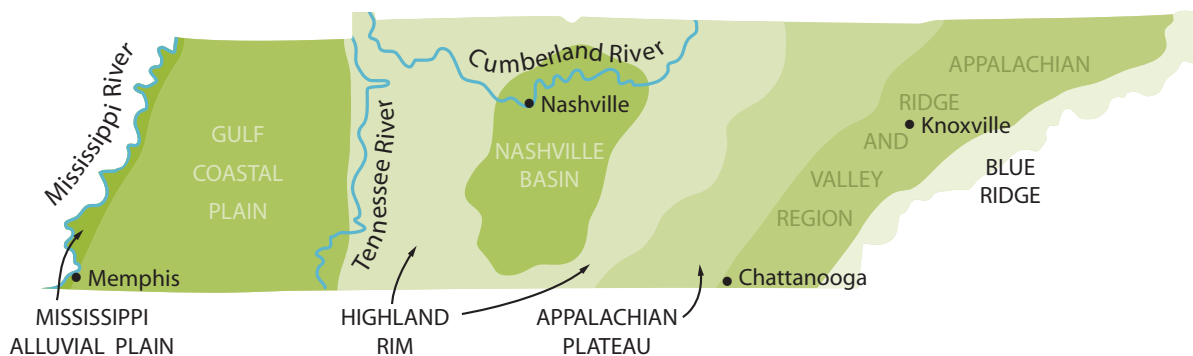
View of Chattanooga, Tennessee from the North Side of the Tennessee River



## Geographical Regions of Tennessee

In the Mississippi Alluvial Plain, often referred to as the Mississippi Bottoms, cotton and other field crops are raised. This western region of the state borders the Mississippi River. It is flat and only 300 feet (90 meters) above sea level.

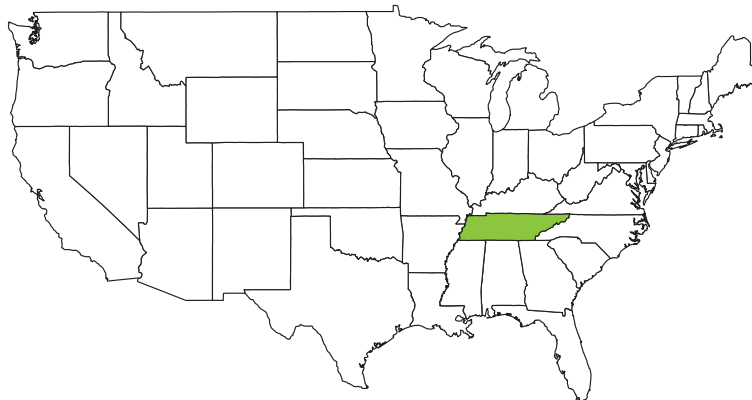
In the middle of the state is the Nashville Basin, which has rich farmland. The Highland Rim, a high plain, surrounds the basin. Water is plentiful for crops, making this region a desirable place to farm.



In the eastern region of the state there are two “ridges”—the Blue Ridge and the Appalachian Ridge, with a fertile valley in between. The ridges have plentiful forests for timber and the valley is ideal for farming. Livestock, fruits and vegetables are products of this region. Rivers flowing from the ridges into the valley provide plenty of water for raising crops. The Tennessee River provides transportation for barges to carry products up and down the river.

**Alluvial plain:** A level or gently sloping surface made by sediments from rivers or streams, generally during flooding.

**Basin:** A low-lying area on the Earth’s surface in which thick layers of sediment have accumulated.

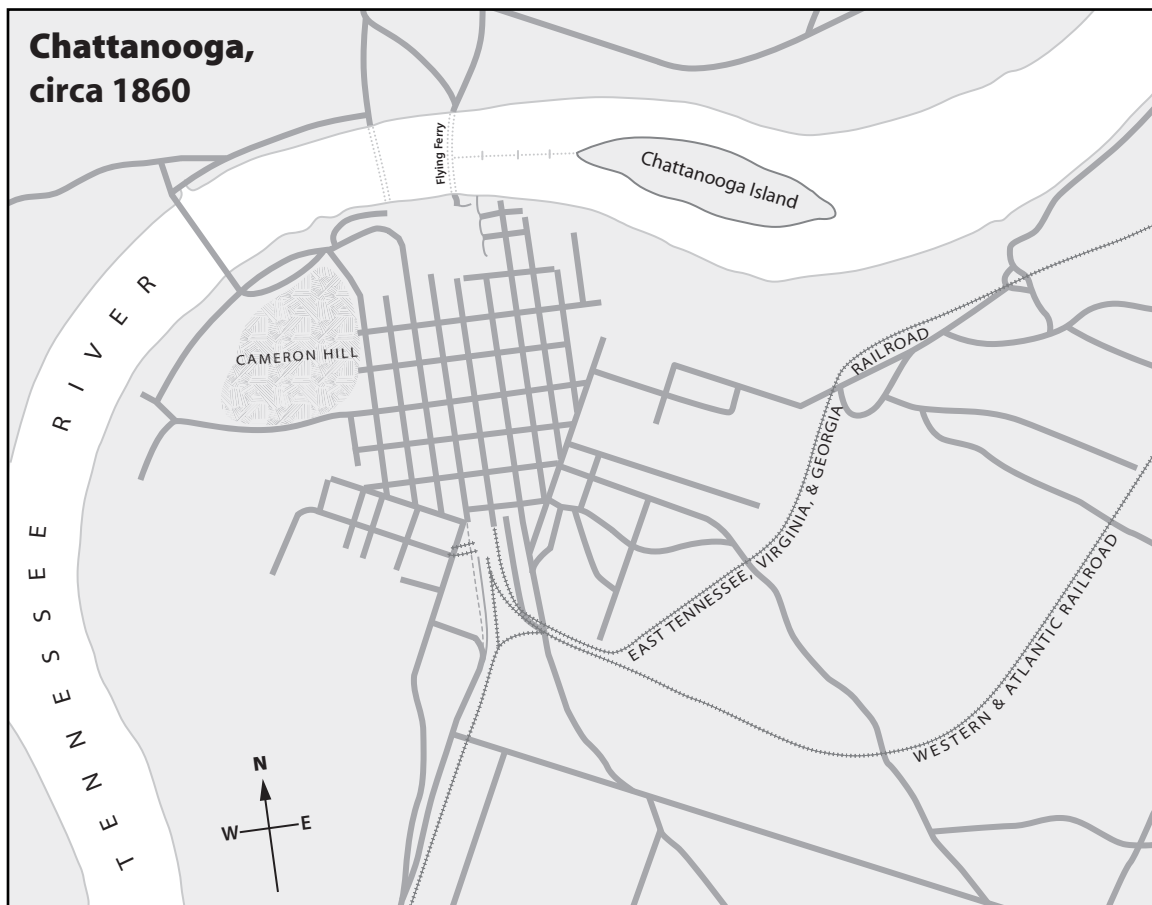




SET  
1

## Student Handout

### Slide 3



### Slide 3

The Chickamauga, a band of the Cherokee Indians, lived in this region of Tennessee. The Chickamauga were conquered in 1794 and as a result moved west, thus opening up land for white settlers.

The natural barriers of the mountains protected early settlers from enemies. On Moccasin Bend, a peninsula of land surrounded by the Tennessee River, a small community was established that eventually became Chattanooga. The Tennessee River provided transportation for flat-bottom boats that moved people and goods up and down the river. To the south of the town is Lookout Mountain. If you stand at the top of the mountain on a clear day, you can see seven states!





## Primary Source

**Slide 4**

T. H. McCallie moved with his family to Chattanooga when he was a small boy. In his autobiography, he describes his early memories of Chattanooga.

My father owned about 25 acres of land in immediate connection with his house. Soon we had fine orchards of peaches, apples, plums, quinces, a fine, large garden and an abundance of small fruits, though at that early day the strawberry was not cultivated for family use. It grew wild in the fields, and we always counted it a high day when we were permitted to go out to the foot of the Missionary Ridge and gather strawberries in their season.

My father had a large stable with stalls for horses; a cow shed with stalls for eight or 10 cows, and cribs that would hold 1500 bushels of corn. Every winter these cribs were filled to bursting with corn from off bottom lands or the river. This was fed to the horses, cows, and hogs. My father generally fattened from 12 to 20 hogs every fall and winter and stored the meat up in his smokehouse. If we had put up less than 3500 to 4500 pounds of bacon, we would have thought we were going to starve.

—from *An Early Family Record: The McCallie Family in Tennessee*

Source: Rev. T. H. McCallie. *An Early Family Record: The McCallie Family in Tennessee*. Unpublished manuscript, p. 11.



SET  
1

## Student Handout

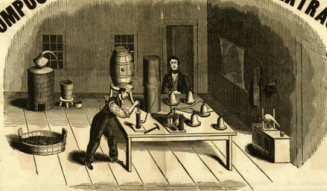
Slide 5

# THREE KINGDOMS.

NATURE HAS DIVIDED THE WORLD INTO THREE DISTINCT CREATIONS.  
**MINERAL, VEGETABLE, AND ANIMAL.**  
United they form the matter that constitutes the Globe and every thing that lives upon it. The Animal Kingdom depends entirely upon the other two for support and health, therefore the only medicine suited to the

## CONSTITUTION OF MAN

IS COMPOSED ENTIRELY OF VEGETABLE EXTRACTS.



# STAINBURN'S VEGETABLE EXTRACT PILLS

Being formed by a chemical reduction of all the medicinal properties that are derived from the plants and herbs given by NATURE'S HELP, are consequently the natural restorative provided for mankind against diseases of the blood, the bowels, and all other complaints that (originating therefrom) affect the **HUMAN SYSTEM.**  
In this enlightened age when the advancement of science has accumulated new truths in every branch of knowledge, that department which relates to the prolongment of life has received a new impetus.  
We no longer dig into the bowels of the earth, as our grandfathers did, for mineral remedies because they are now known to be injurious and poisonous in their tendency. But in all cases of sickness, reason and common sense point us to the path of nature, and we resort immediately to the Vegetable Kingdom for those herbs and plants which spring from the soil under the genial influence of heaven, and we there find in their beautiful and wonderful combination a sufficient influence of the mineral Kingdom mingled by the mysterious laws of nature for the support and preservation of animal life.

## STAINBURN'S PILLS

Tend to lengthen human existence because by the very process of *extraction* used in their preparation they contain nothing to irritate or weaken the system, but on the contrary their composition enhances every virtue conducive to health and strength.

## FOR SALE HERE,

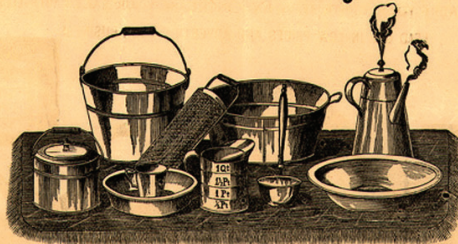
PRICE 25 CENTS PER BOX, WITH DIRECTIONS.

### STAINBURN & CLICKENER, Proprietors,

338 BROADWAY, NEW YORK.

Entered according to the Act of Congress, in the year 1895, by J. W. STAINBURN & C. C. CLICKENER, in the Office of the District Clerk of the Southern District of New York.

## Our New Economy Set.



**10 Pieces** OF OUR IMPROVED PATENT  
FIRE BOTTOM TINWARE,  
WARRANTED NOT TO LEAK.

**TO RETAIL AT THE ASTONISHING LOW PRICE OF \$1.00.**  
A complete Kitchen Outfit, combining the most useful and every day Articles. War-  
ranted not to leak and made from Special Tin Plate imported for our use.

**HAS NO EQUAL FOR THE MONEY.**

Will please your Customers, and if sold in the regular way you will realize  
**\$1.50 A SET OR \$18 00 A CASE.**  
Order one Case and convince yourself of the great Bargains.

READ WHAT THE CASE CONTAINS:

- 12 Sets of 10 pieces to the Set of Fire-proof Bottom Ware.
- One Set contains the following articles, which can be sold for \$1.00 per Set.
- 1 12-quart Patent Bottom Dish Pan,
- 1 10-quart Patent Bottom Open or Flaring Water or Milk Bucket.
- 1 2 quart Patent Fire-proof Whistle Coffee Pot,
- 1 1-quart Patent Graduating Measure, new style,
- 1 Metal Handle Picnic Mug,
- 1 Stamped 1 1/2 inch Wash Bowl,
- 1 2-quart Milk Pan,
- 1 Kitchen Grater, Large,
- 1 Britannia shaped Retinned Wood Handled Dipper,
- 1 2-quart Improved Covered Bucket.

**10 PIECES EACH SET.** Price, Dozen Sets, \$9.00.  
The above has no equal, and if compared with the cheap sets sold, will at once  
notice the improvements we have made.

One of the novelties of the Case is the Coffee Pot, when ready for table use  
"whistles."

**H. S. BREWINGTON & CO.**  
Cor. Sharp and West Streets, Baltimore, Md.

## ROYAL AMPHITHEATRE, DOCK-GREEN, HULL.

### OPEN EVERY EVENING, TOURNAIRES'

ROYAL OLYMPIC ARENA OF ARTS,  
PERFORMERS AND BEAUTIFUL STUD OF TRAINED HORSES.  
MALE AND FEMALE EQUESTRIANS.  
Gymnastics and Acrobatic systems, with a variety of other amusements, have lately been the  
attraction of the Amphitheatre, Hull, and the result of the previous season.

Change of Performance every alternate Evening.

First Night of the Brilliant & Comic Equestrian Pantomime of  
**DON QUICHOTTE!!**

ON  
**MONDAY & TUESDAY**  
Evenings, May 1st, & 2nd, 1843.

**CHEVALIER  
TANCREDE.**  
SPANISH TRAMPOLINIST  
OVERTEN MEN ON HORSEBACK  
**16 ARMED SOLDIERS!**  
Who will test the courage of our brave and noble  
Le Petit RICHARDO, who appears in the  
**American Voltigeur**  
Jump over several Barriers

**REGENT.**  
FRA DIAVOLO.  
CACHUCHA DANCE.  
Danish Steed "FROMM."  
FRENCH JOCKEY  
"BRILLIANT."  
CLOWNS.  
Shawl Dancer.

The whole to conclude with the Comic Equestrian Spanish Pantomime of  
**DON  
QUICHOTTE!!**  
AND SANCHE PANCA.

QUADRILLE & CAROUSAL!  
Entree of Armed Knights on their Journey to Saragossa  
**TOURNAMENT.**  
CONCLUDING WITH A GRAND DISPLAY OF  
**FIREWORKS!!**





## Questions:

1. What do you notice about these portraits? (*understanding visuals, making inferences*)
2. Why were there more slaves in middle and western Tennessee than in eastern Tennessee? (*main ideas/supporting details; making inferences*)
3. Do you think that the slave boys believed that they were treated as well as white children? Why or why not? (*making inferences*)
4. Why do you think McCallie remembered these boys being treated so well? (*making inferences*)
5. Why did slaves in cities have a better chance of earning their freedom than slaves on plantations?
6. Why did legal transactions need to be done by a white man? (*making inferences*)

## Who lived in Chattanooga in the 1860s?

► Slide 1





SET  
2

## Student Handout

Slide 1



Slide 2

◀ Where did Chattanooga's residents come from?



Laborers at a woodworking shop





From 1850 to 1860, many people moved to Chattanooga. With the construction of the railroad, many Irish workers settled in the town. While many of the new arrivals came from every state in the Union, most were from neighboring states. Chattanooga's newest citizens also included immigrants from countries such as Germany, England, Canada, Italy, Switzerland, Prussia, France, Sweden, and Cuba. These immigrants were skilled in specialized trades such as tailoring, woodworking, and engineering. They contributed greatly to the economic growth of the community.

### Immigrants from Other Nations

Ireland

Germany

England

Italy

Switzerland

Canada

Prussia

France

Sweden

Cuba

► Slide 2

## Slavery in Tennessee

The State of Tennessee	% of Slaves of the Total Population of Tennessee
East Tennessee	9%
Middle Tennessee	29%
West Tennessee	34%

In 1860, 25% of Tennessee's population was slaves. However, there were more slaves in areas where there were plantations.

In the state of Tennessee, approximately one in four white families owned at least one slave.

Cotton and tobacco plantations housed many more slaves, as they were in greater need of men to do the hard labor necessary for growing and harvesting those crops.

The State of Tennessee	Slave Ownership
East Tennessee	One family in 9 owned at least one slave.
Middle Tennessee	One family in 3 owned at least one slave.
West Tennessee	One family in 3 owned at least one slave.

► Slide 3

Source for tables: Paul H. Bergeron, et al. *Tennesseans and Their History*. Knoxville: University of Tennessee Press, 1999.





## Student Handout

### Slide 4

In Hamilton County, where Chattanooga is located, there were about 200 free blacks and 1400 slaves. Free blacks had a variety of jobs. Some were common laborers, but others were skilled workers such as blacksmiths. Free blacks also worked as wagon makers, draymen, hack and carriage drivers, farm hands, domestic servants, bricklayers, tanners, janitors, shoemakers, washerwomen, and seamstresses. According to the census data of 1860, 506 slaves lived in the town of Chattanooga. Other slaves lived in the surrounding farms on the outskirts of town.



African American workers doing laundry.

### Hamilton County Census Data \*

White	11,641
Free Colored	192
Slave	1,409
Indian	6

### Slide 5

### Primary Source

In this passage, T.H. McCallie recalls how his father owned slaves in Chattanooga.

"My father owned five slaves—two men and three women—besides two little boys, sons of one of the women. These children were as kindly nursed in the house by the white folks, as kindly cared for, and as much thought of, as if they had been white. My father would never buy a slave except with the consent of the party bought, and I do not think he ever sold but one, and that with her consent, as she wished to remain with her husband in Rhea County when he moved away.

—from *An Early Family Record: The McCallie Family in Tennessee* \*\*

\* Source: Decennial Census Publications: Population 1860, Microfilm Rec11

\*\* Rev. T.H. McCallie, *An Early Family Record: The McCallie Family in Tennessee*. Unpublished manuscript, p. 11.



There were many businesses in Chattanooga in 1860 thanks to the railroad's arrival, which opened up new economic opportunities. Occupations of Chattanooga's residents included railroad workers, manufacturers, merchants, teachers, ministers, judges, and police officers. There were also five churches and two schools serving the community.



Downtown Chattanooga

### Manufacturing Businesses

Flour mills
Woodworking plants
Sawmills
Tanneries
Meatpackers
Smelters (iron ore)

One popular business was an “ice cream and oyster salon,” operated by an Italian immigrant. A ferry operated at the foot of Market Street and the railroad transported goods to and from Chattanooga.



SET  
2

## Student Handout

### Slide 6

#### Chattanooga Businesses

Tailors	Banks	Hotels
Cabinet makers	Law offices	Restaurants
Doctor's offices	Mortuaries	Newspapers
Bookstores	Billiard "saloon"	Furniture stores
Boot and shoemakers	Carriage maker	Grocery stores

### Slide 6



A main street in Chattanooga.





Funeral home of C.W. Franklin,  
Undertaker, Chattanooga



Union Hotel, Chattanooga

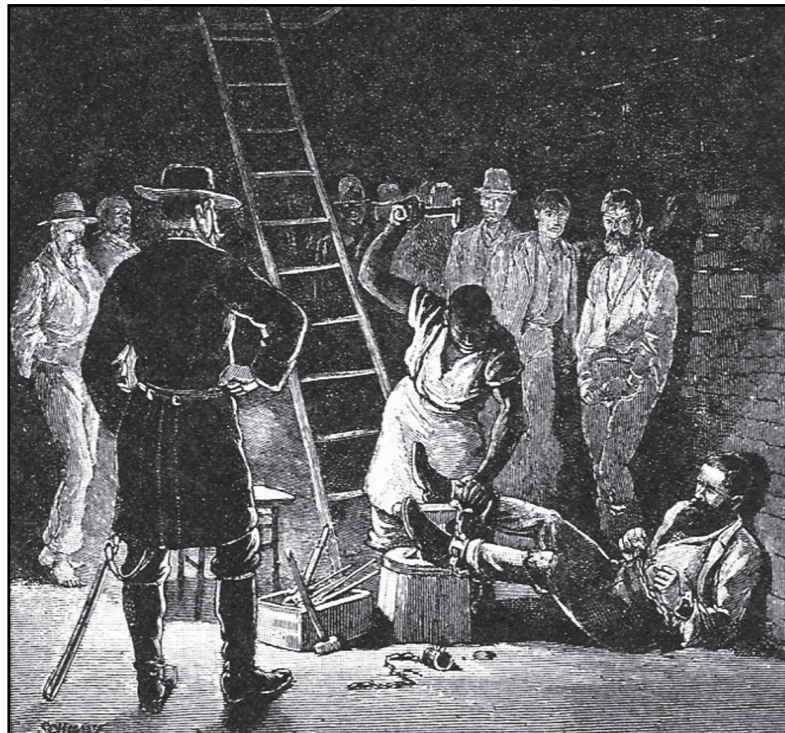


Slide 8

◀ **How could slaves gain their freedom?**

Sometimes slaves were able to buy their freedom. William T. Lewis was such a man. He lived in Chattanooga for most of his life and worked as a highly skilled blacksmith. This job allowed him to earn enough money to buy his freedom.

*William T. Lewis (Uncle Bill) was born a slave in Winchester, TN in 1810. He began training as a blacksmith at an early age and developed such a mastery of his craft he was able, as a young man, to buy his time for \$350 a year, and save enough money to buy his freedom and that of his wife. The couple moved to Ross's Landing in 1837, one year before the completion of the forced removal of the Cherokee people to Oklahoma, and two years before the settlement's name was changed to Chattanooga. His home was at the site of the present day Fountain Square. Lewis earned enough money to purchase the freedom of his 6 year old son (\$400), elderly mother (\$150), aunt (\$150), and two brothers (\$1000 each). He was able to get a slave trader to buy his sister for him for \$400. Because of the underclass status of African Americans at the time, he had to hire a white man to legalize the transactions for him.\**



\* Source: <http://chattanoogahistory.org/page/articles-features/a-genuine-hero>





## Questions:

1. How did life differ in the North and the South? (*compare and contrast*)
2. How did travel from place to place become easier in the 1800s?  
(*main idea/supporting details*)
3. In what ways did these inventions make life easier? Explain. (*comparing and contrasting, understanding visuals, making inferences*)
4. What invention do you think was the most important? Why?  
(*making inferences, connecting*)

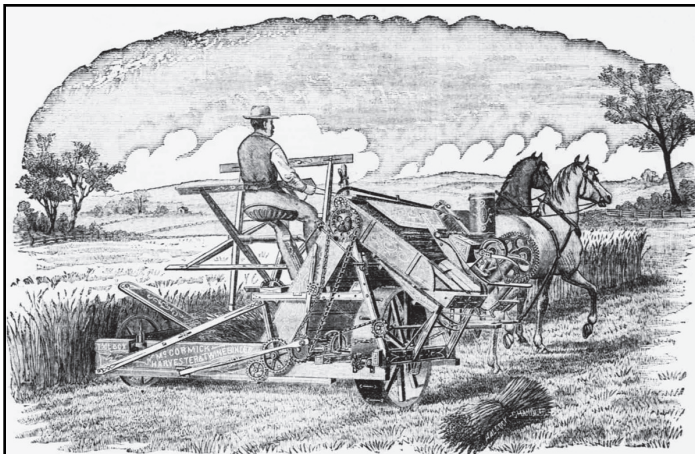
## How was life in the northern states different than life in the southern states?

► Slide 1

### The North

While agriculture was the primary feature of the Southern economy, the North relied more on industry. The railroad allowed for the efficient transportation of goods from one place to another. Corn and wheat could be quickly sent from farms to cities, so farmers grew more food. The inventions of the steel plow and horse-drawn reaper contributed to increased food production as well. Because of these new inventions, fewer workers were needed on farms, so many people sought work elsewhere, such as in mills in Massachusetts, coalfields in Pennsylvania, and the railroad yards of Chicago. These jobs were difficult and dangerous. Some said the work was as bad as slave labor in the South. Children of ten years of age or younger worked in the mills, often for 12 hours or more. Accidents in the mills were frequent, with little attention given to safety. This was especially hard on children, who were not as cautious when working around dangerous equipment.

► Slide 2



A horse-drawn reaper harvesting grain



SET  
3

## Student Handout

### Slide 2



Workers constructing a railroad

### Slide 3

#### The South

The first African slaves arrived in America in 1619. Southern plantation owners believed slaves were childlike and ignorant, and needed to be “civilized.” However, slaves were not treated as family members, as some plantation owners claimed. They lived in harsh conditions, receiving little food and forced to work 80 hours a week in the fields. Slaves were also subjected to brutal punishments, as the following quote demonstrates: “One master is known to put slaves in a barrel with nails driven into it, then roll them down a hill. Another puts salt and pepper in lash wounds and blisters them by a fire and then allows a cat to claw the sores until they bleed.”\* In addition, slave families were often split up. Fathers, mothers, and even children were sold to distant plantations, never to see their relatives again.

\* Daniel, C. ed. *Chronicle of America*. New York: Dorling Kindersley, 1995.





Slave family in the South



Factory workers in the North

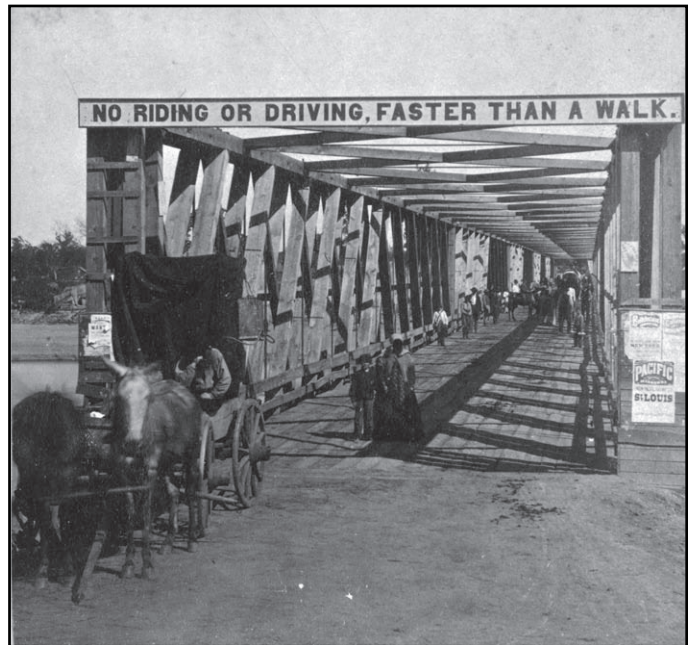


SET  
3

## Student Handout

### Slide 5 ◀ How did transportation change life in the United States?

In the mid-1800s, transportation improved in the eastern and southern United States. Steamboats and barges carried goods from place to place. New roads made travel by stagecoach and carriage easier, and railroad networks were being built throughout the North and South.



A toll road

### Slides 5–6 ◀ Dateline

**1807**

Robert Fulton invents the steamboat.

**1850s**

Major railroad trunk lines from eastern cities crossed the Appalachian Mountains.

**1800–1830**

The era of turnpike building (toll roads) improved communication and commerce between settlements.

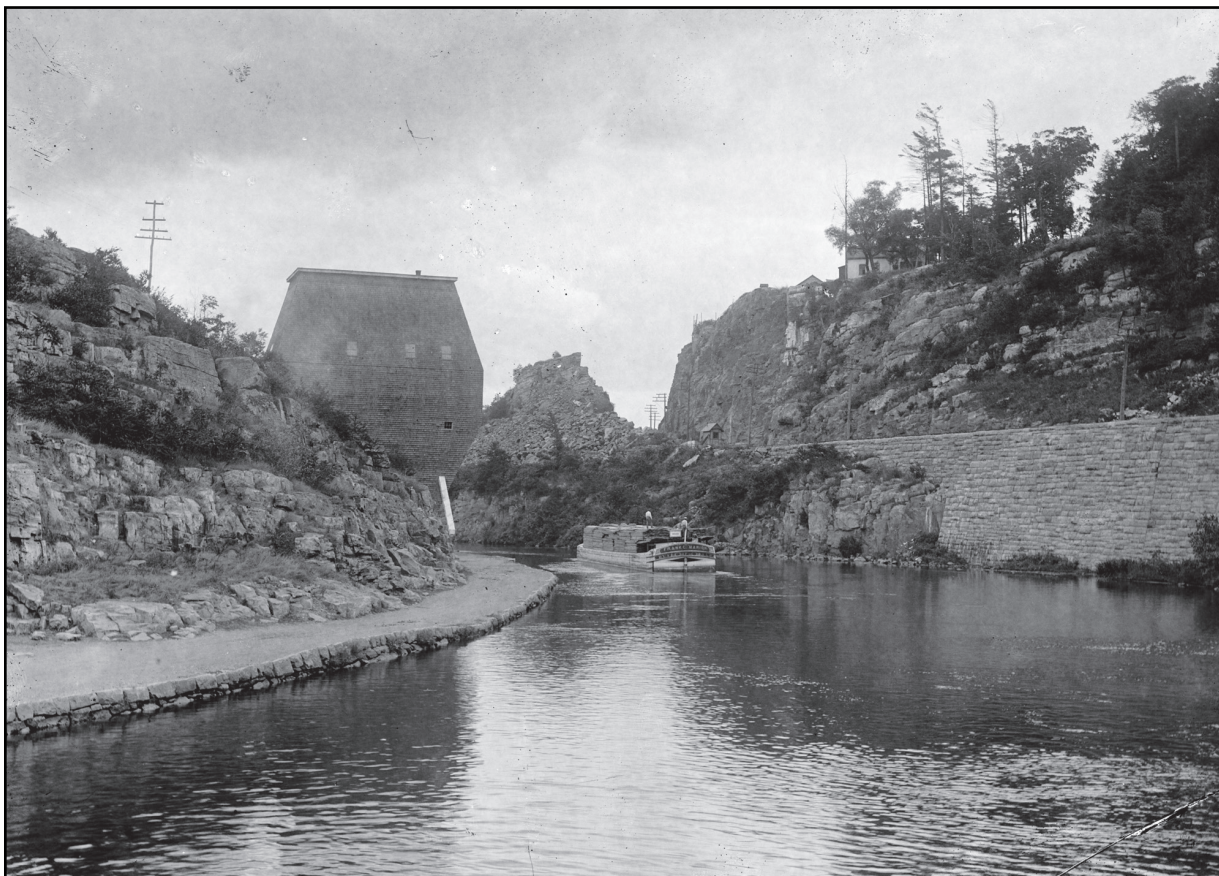
**1825–1840**

Era of canal building; Erie Canal completed in 1825.





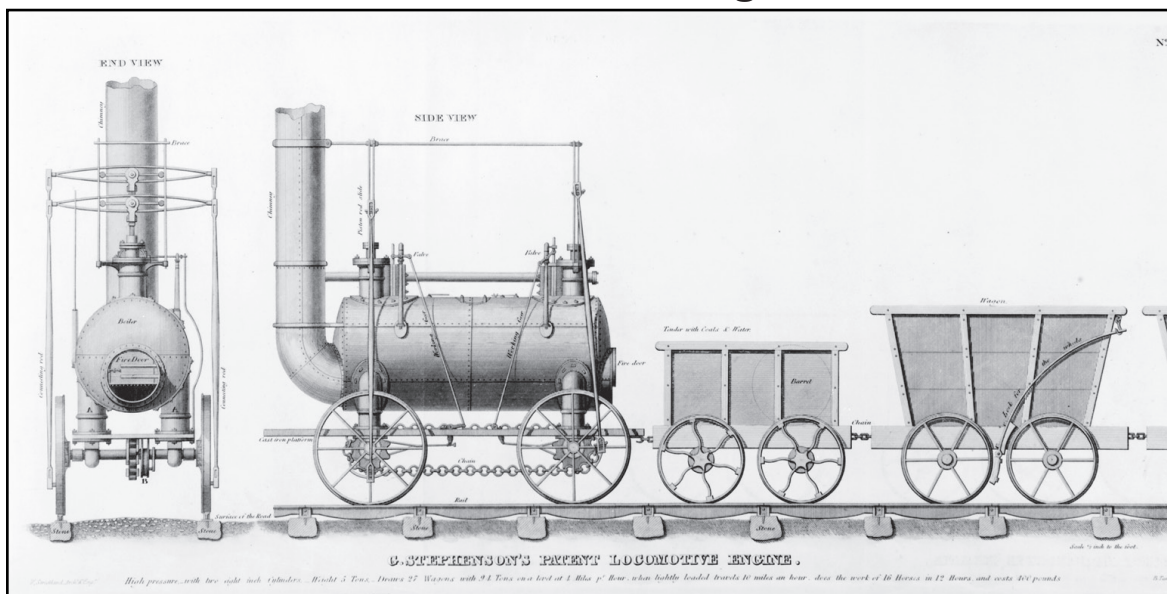
Slide 6



The Erie Canal

How did inventions in the 1800s change the United States?

Slide 7



Stephenson's steam engine





SET  
3

## Student Handout

Slides  
7-8

### ◀ Dateline

**1814**

George Stephenson designs the first steam locomotive.

**1831**

American inventor Cyrus McCormick invents the first commercially successful reaper.

**1836**

Samuel Colt invents the first revolver.

**1837**

Samuel Morse invents the telegraph.

**1851**

Isaac Singer invents a sewing machine.

**1852**

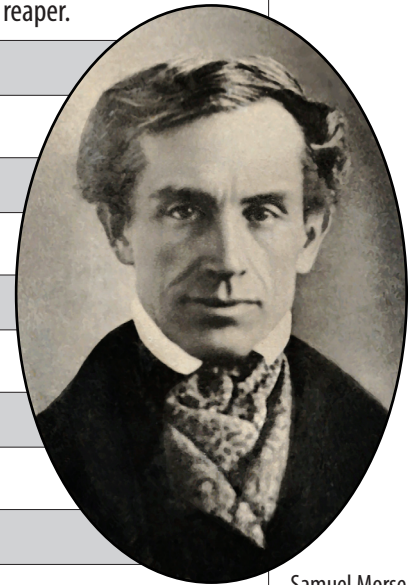
Jean Bernard Léon Foucault invents the gyroscope.

**1856**

Louis Pasteur invents pasteurisation.

**1858**

Hamilton Smith patents the rotary washing machine.



Samuel Morse



An early sewing machine



## Important People: Dateline

### Lucretia Mott (1793–1880)

A Quaker minister and leader in the abolitionist movement, she also worked for women's rights.

### Commodore Matthew Perry (1794–1858)

Perry served as Commodore of the U.S. Navy in a number of wars, including the Mexican-American War and the War of 1812. His interest in educating naval officers led him to help establish the United States Naval Academy.

### Elizabeth Cady Stanton (1815–1902)

Stanton's efforts to gain women equality were pivotal in the woman's suffrage movement.

### Frederick Douglass (1818–1895)

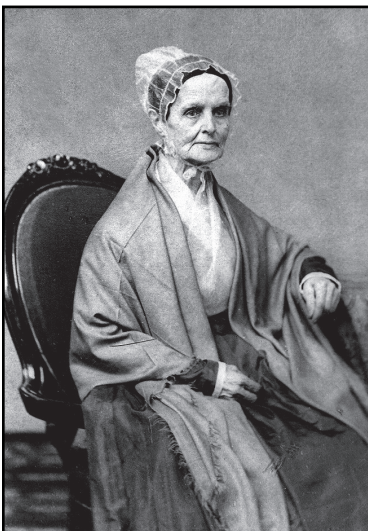
After escaping slavery, Douglass became a leader in the Abolitionist movement, writing and speaking against slavery and for equal rights.

### Harriet Tubman (1820–1913)

After escaping slavery, she dedicated herself to guiding others through the Underground Railroad, and later became the first woman to lead an armed expedition into the Civil War.

### Stephen Foster (1826–1864)

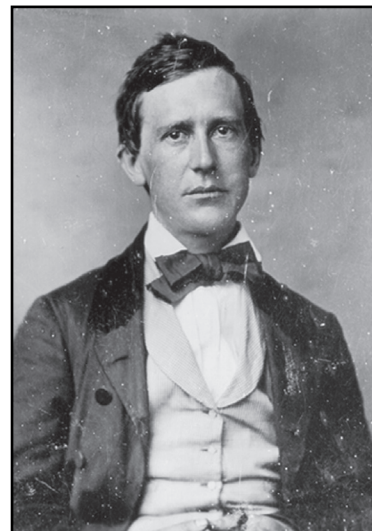
Foster is perhaps the most famous American songwriter of the 19th century, having composed classics like "Oh! Susanna" and "Camptown Races."



Lucretia Mott



Elizabeth Cady Stanton



Stephen Foster



SET  
4

## Student Handout

### Questions:

1. How was slavery different in the South and in the North? (*main ideas/supporting details*)
2. What values do you think abolitionists shared? (*comparing and contrasting, connecting*)
3. What words does this broadside use to get people's attention? (*understanding visuals*)
4. Why do you think people participated in the Underground Railroad? (*making inferences*)
5. How did the geography of the Chattanooga area help runaway slaves escape? (*main ideas/supporting details*)
6. Why were people willing to risk their lives to help runaway slaves on the Underground Railroad? (*connecting, making inferences*)
7. Why do you think the judge set Jacob Cummings free? (*making inferences*)

#### Slide 1

### ◀ Why were there slaves in the United States?

Despite the Declaration of Independence's claim that "all men are created equal," this was not the case in the United States in the 1860s. Slavery came to America during the earliest years of European settlement. Slavery existed in both the North and the South, but farms in the North tended to be smaller because the land wasn't suited to large-scale agriculture and thus did not require a large slave labor force. However, the crops that thrived in the South such as cotton, tobacco, and sugar, required a great deal of labor. In 1619, a Dutch ship arrived at Jamestown with captured Africans, marking the beginning of the South's reliance on slaves as a cheap source of labor. Slave laws in the South grew increasingly harsh in the early to mid-19th century in order to prevent escape and reinforce blacks' inferior status. Few people in the South openly opposed these laws. When America began to acquire new western territories, the issue of slavery came to a head, as Southerners wanted to expand slavery to these territories and Northerners did not.

#### Slide 2

### ◀ What was slave life like?

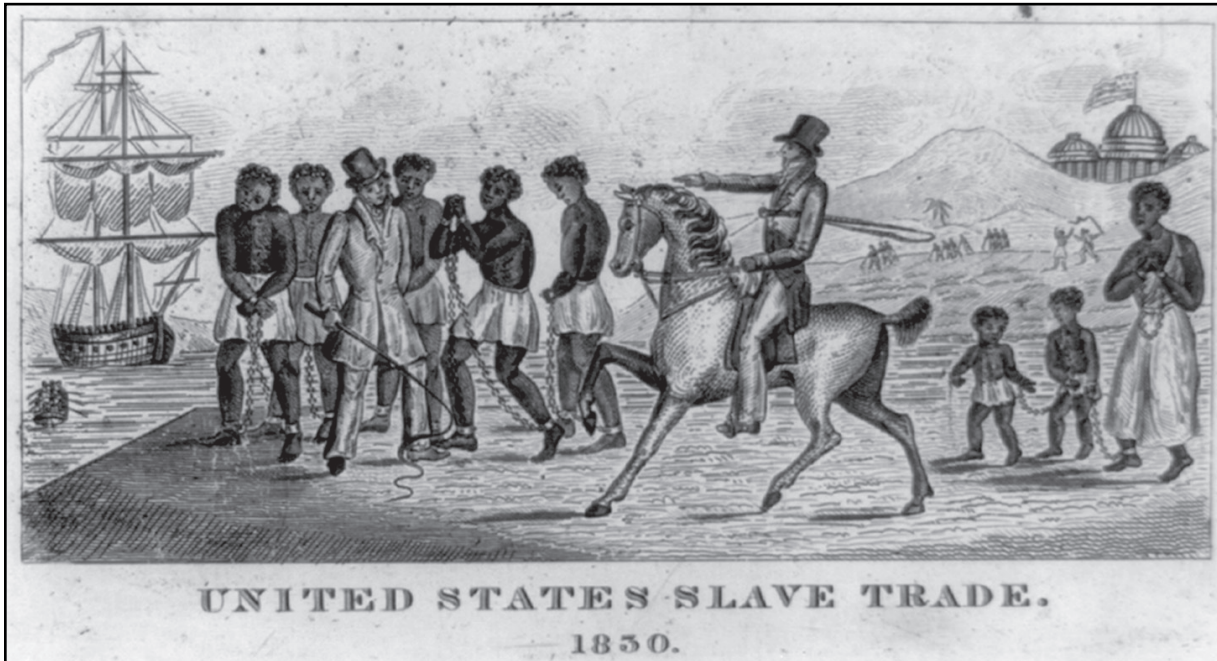
Slaves were bought and sold at auction. They worked for free, were poorly fed and clothed, and usually lived in rundown shacks with dirt floors. Slaves were beaten with whips, paddles, and other instruments by their masters as punishment. Some masters forced their slaves to wear bell collars to keep them from running away.





In 1793, Eli Whitney invented the cotton gin. While this invention meant slaves no longer had to pick cotton by hand, it also meant that plantations could produce a lot more cotton, which encouraged slave owners to expand their plantations, which required even more slaves. Thus, the cotton gin ended up increasing the demand for slaves.

► Slide 2



► Slide 2

## Who were the abolitionists?

► Slide 3

From the earliest days of America, there were people opposed to slavery. Quakers and free black Christians, among other religious groups, were some of the first to publicly argue against slavery. In 1833, the American Anti-Slavery Society was established. Newspapers and broadsides began to appear in the 1820s to gain public support for the anti-slavery movement. Some pastors gave anti-slavery sermons, and some people even wrote children's books that supported the anti-slavery movement.



SET  
4

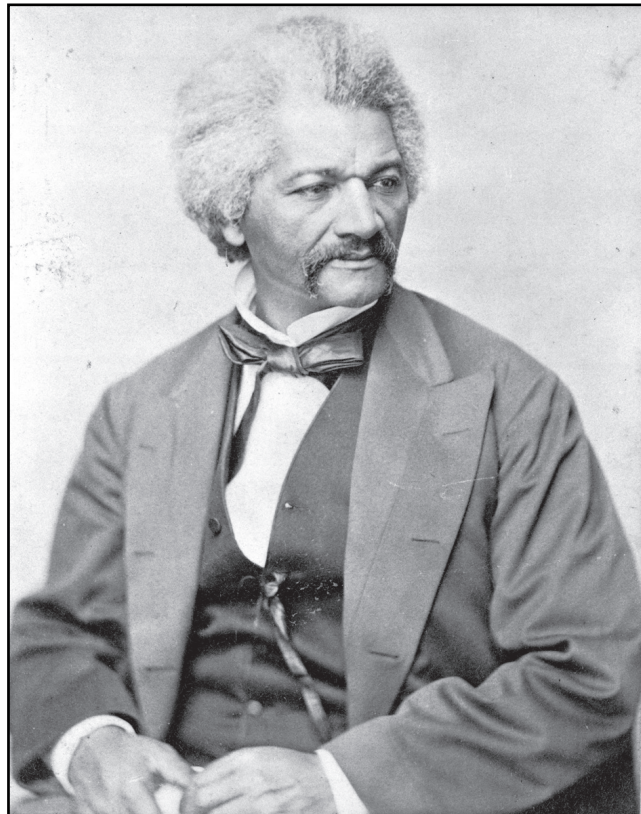
## Student Handout

### Slide 3

Some of the most famous abolitionists were Frederick Douglass, Sojourner Truth, Harriet Tubman, John Brown, Harriet Beecher Stowe, and William Lloyd Garrison.



Harriet Tubman  
Douglass



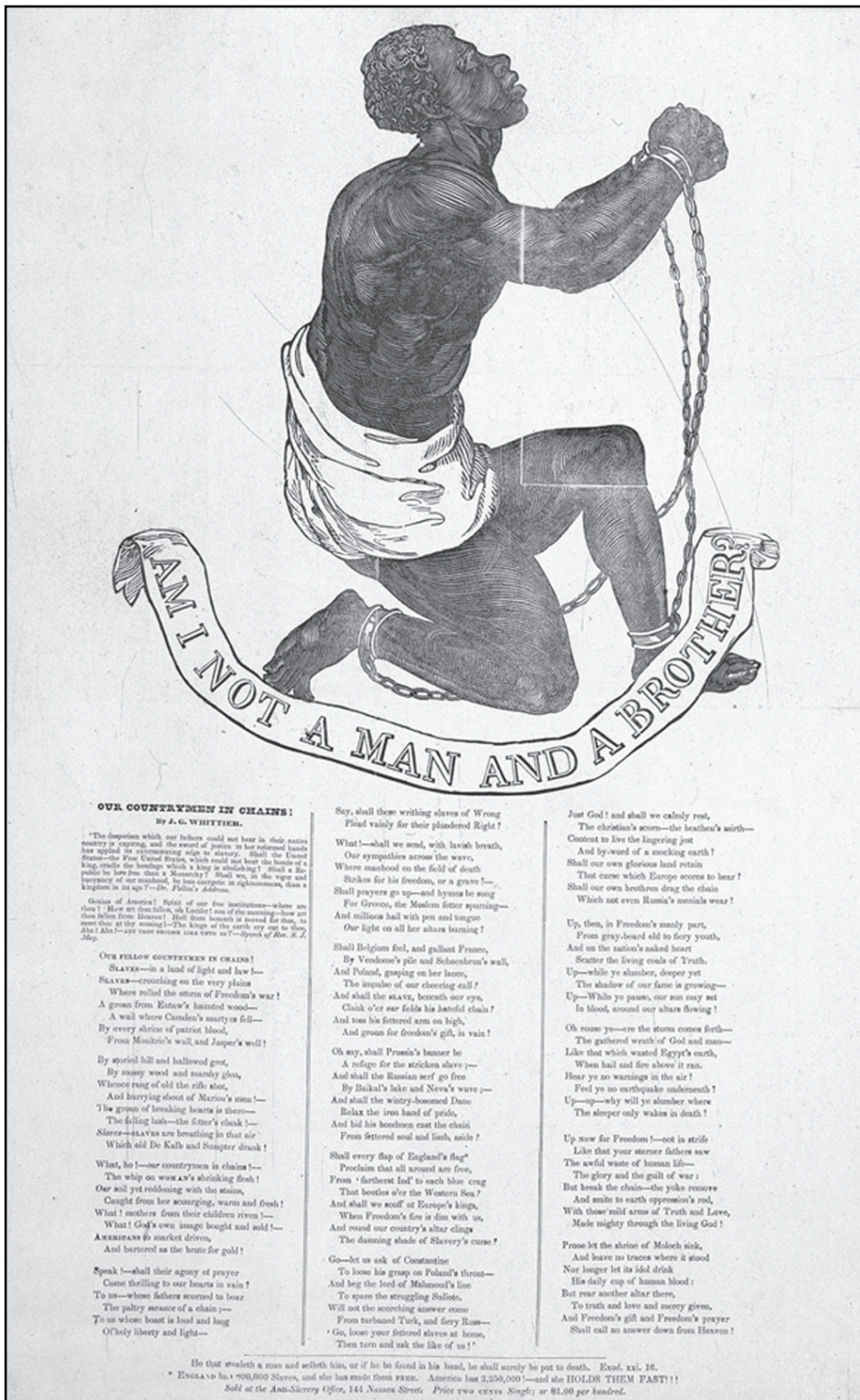
Frederick



William Lloyd Garrison



## Primary Source



### Broadside of abolitionist announcement





Slide 5

◀ What was the Underground Railroad?

The Underground Railroad was a secret network of locations (called “stations”) where white “conductors” helped escaped Southern slaves move north. Many of these escaped slaves settled in Northern states, while others went all the way to Canada.



**\$150 REWARD**

**RANAWAY** from the subscriber, on the night of the 2d instant, a negro man, who calls himself *Henry May*, about 22 years old, 5 feet 6 or 8 inches high, ordinary color, rather chunky built, bushy head, and has it divided mostly on one side, and keeps it very nicely combed; has been raised in the house, and is a first rate dining-room servant, and was in a tavern in Louisville for 18 months. I expect he is now in Louisville trying to make his escape to a free state, (in all probability to Cincinnati, Ohio.) Perhaps he may try to get employment on a steamboat. He is a good cook, and is handy in any capacity as a house servant. Had on when he left, a dark cassinett coatee, and dark striped cassinett pantaloons, new--he had other clothing. I will give \$50 reward if taken in Louisville; 100 dollars if taken one hundred miles from Louisville in this State, and 150 dollars if taken out of this State, and delivered to me, or secured in any jail so that I can get him again.

**WILLIAM BURKE.**  
*Bardstown, Ky., September 3d, 1838.*

A small illustration of a man running, carrying a bundle on his back, with a dog following him.





## Who were the “station masters” along the Underground Railroad?

### The Underground Railroad in the Chattanooga Region

Only recently have historians uncovered the stories of the Underground Railroad in this region. No one wrote about the Railroad because they might have been killed for revealing information about it. Remember, it was against the law to help slaves escape. However, some Presbyterian and Quaker leaders in East Tennessee came out against slavery in their sermons. Some churches, like Craigs Chapel AME Zion, even helped hide slaves on the Underground Railroad. The geography of the region offered protection for runaway slaves; there were forests for cover and rivers for travel. There are also many caves in the Chattanooga region that were perfect for hiding runaway slaves. Slaves escaping from states in the Deep South would travel through Tennessee on their way north, and make stops at these locations.

*The Underground Railroad in Tennessee to 1865* tells the story of one fugitive slave:

*A Tennessee fugitive slave was not acquainted with a single abolitionist when he made his way from Chattanooga across Tennessee and Kentucky to freedom in Indiana. Jacob Cummings, the property of James Smith, who lived near Chattanooga, slipped across the Tennessee River in the summer of 1839, crossed the state of Tennessee, and ‘came out on the north side of the Cumberland Mountains,’ apparently in Kentucky.*

*Captured north of the Cumberland range, he seemed to be at the end of a daring flight. After a few days, however, the resourceful Cummings escaped his captors and crossed the Ohio River into Indiana. At New Albany, he met his first abolitionists and accepted their hospitality, but law enforcement officers found and arrested him. Taken to court at nearby Jeffersonville, Cummings came before a judge who dismissed charges and set him free. Celebrating the judge’s ruling, a group of friends escorted him to an Underground Railroad station and he departed for Canada, a destination he reached in due time.\**

\* [http://www.tennessee.gov/tsla/history/tnhistorian/historian\\_rep2008.pdf](http://www.tennessee.gov/tsla/history/tnhistorian/historian_rep2008.pdf) (pp.70–71)



## Questions:

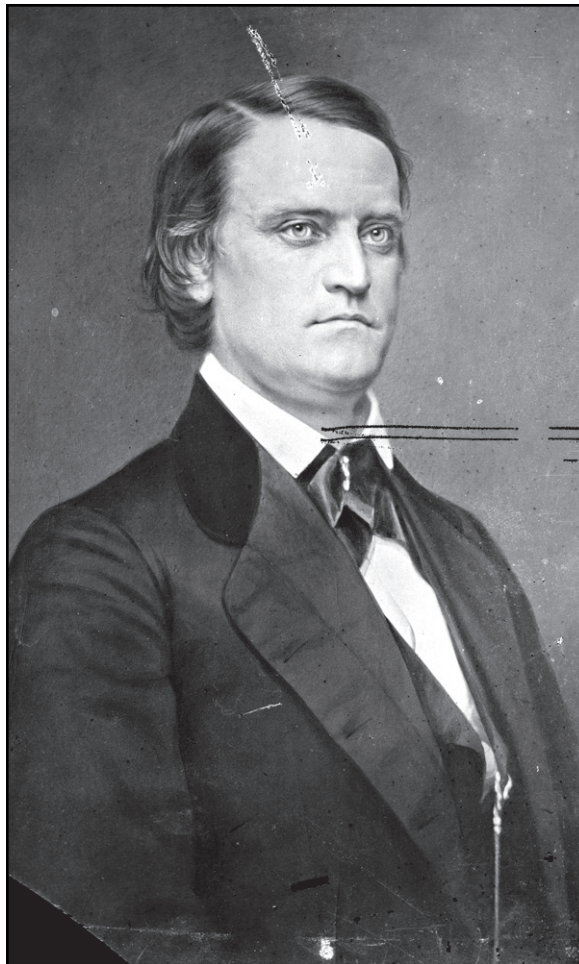
1. What did each candidate want to achieve as president? (*main ideas/supporting details*)

### Slide 1

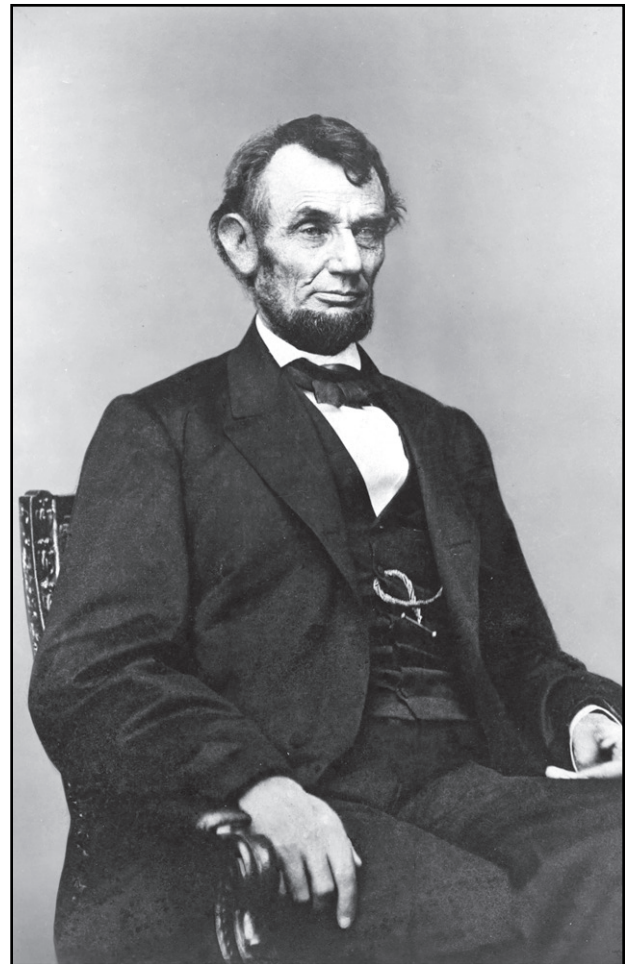
#### ◀ How did the presidential election divide the nation?

Slavery became the main issue in the 1860 election. The Democratic Party was split between pro-slavery Southerners, who chose John C. Breckinridge as their candidate, and those who wanted a compromise over the slavery issue, who chose Stephen A. Douglas. The Republican Party opposed slavery, and chose Abraham Lincoln as their candidate. Constitutional Union Party candidate John Bell only wanted to prevent the North and South from splitting into separate countries. When Lincoln won, pro-slavery Americans were outraged and took radical action.

### Slide 2

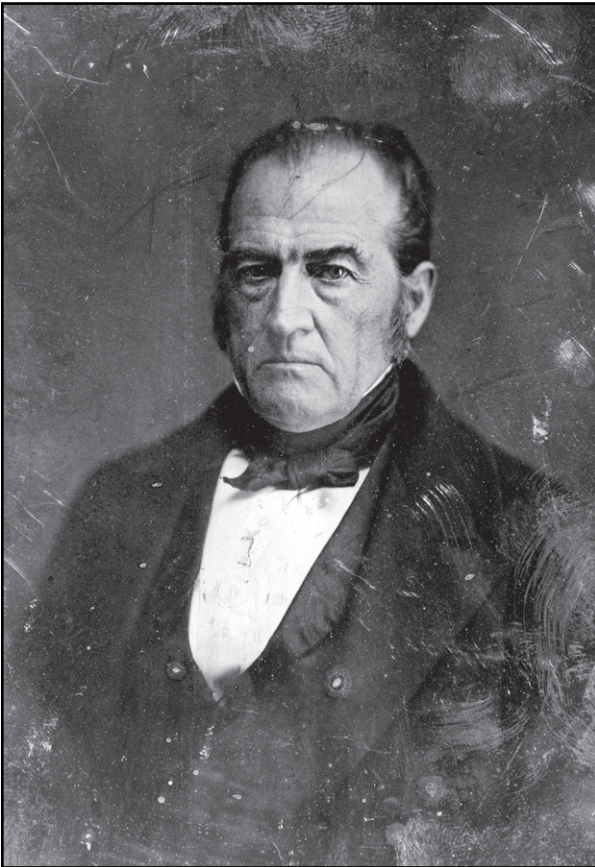


John C. Breckinridge

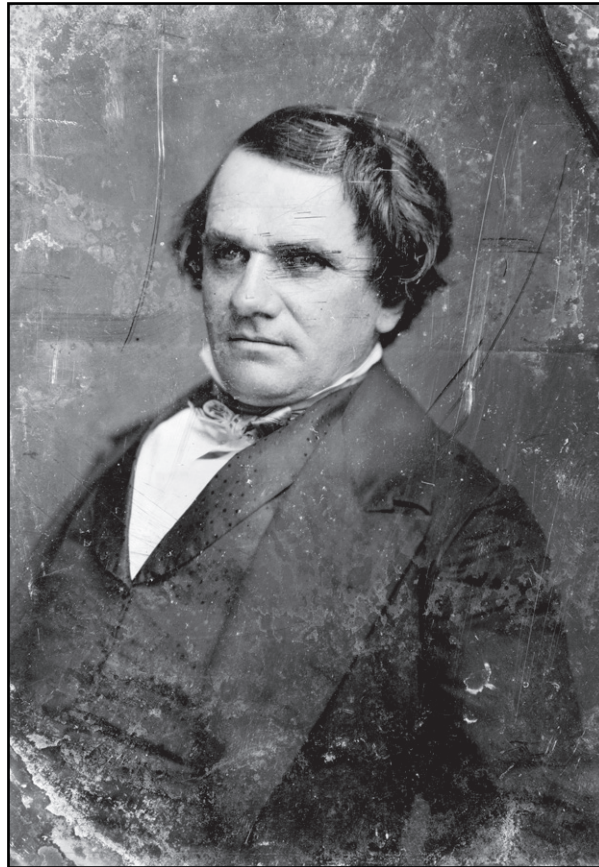


Abraham Lincoln





John Bell



Stephen A. Douglas



## Slide 1

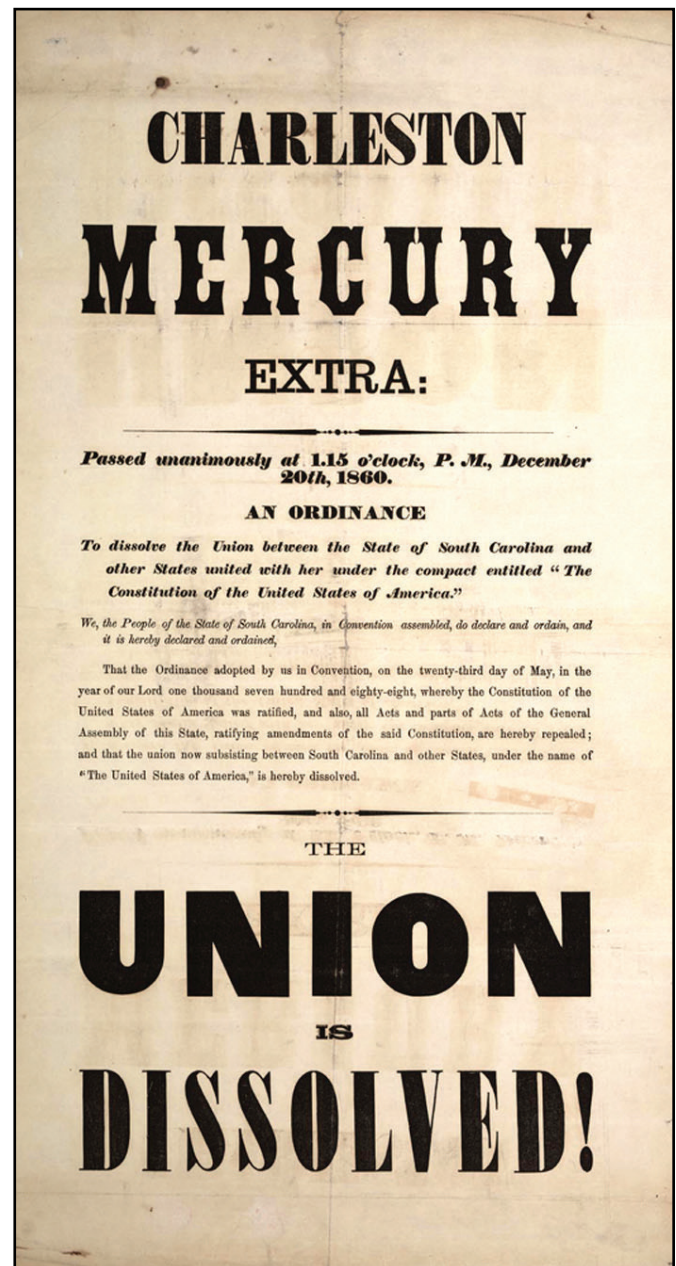
## ◀ Why did the South secede?

Pro-slavery Southerners were upset that Lincoln had won the presidency. They believed their views would no longer be heard. In 1860, South Carolina, a state in which the population of slaves outnumbered whites, seceded from the Union. By the middle of 1861, 11 other states joined South Carolina to form the Confederate States of America. On April 11th, Confederate troops fired cannons at Fort Sumter, a Union military base in Charleston Bay. This act started the Civil War.

**How did Tennessee react?**

When Tennessee residents learned that South Carolina was seceding from the Union, they were alarmed. Tennesseans were divided over the question of secession for fear it would lead to war. Many citizens hoped the North and the South could find a compromise, but the economy of the South was tied to slavery, and powerful people were not willing to give up slavery to save the Union.

In Chattanooga, the two leading newspapers took different views on the question of secession. One advocated for it; the other wanted the state to stay in the Union. Neighbors disagreed and heated arguments often ensued. Tensions mounted as an undercurrent of fear about the future began to spread.







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***Passed unanimously at 1.15 o'clock, P. M., December 20th, 1860.***

**AN ORDINANCE**

***To dissolve the Union between the State of South Carolina and other States united with her under the compact entitled "The Constitution of the United States of America."***

*We, the People of the State of South Carolina, in Convention assembled, do declare and ordain, and it is hereby declared and ordained,*

That the Ordinance adopted by us in Convention, on the twenty-third day of May, in the year of our Lord one thousand seven hundred and eighty-eight, whereby the Constitution of the United States of America was ratified, and also, all Acts and parts of Acts of the General Assembly of this State, ratifying amendments of the said Constitution, are hereby repealed; and that the union now subsisting between South Carolina and other States, under the name of "The United States of America," is hereby dissolved.

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## Questions:

1. How did the North and South differ in their reactions to the war?  
(*comparing and contrasting*)

### Slide 1

#### ◀ What was life like during the war?

Before the attack on Fort Sumter, people in the North were shocked when the Confederate states seceded. After the attack, they became angry. This anger drove many men to volunteer for the Union army. While the first two years of the war saw little Union success, after July 1863, Union forces began to gain the upper hand. A rising population (including increasing numbers of immigrants), a strong economy, and solid numbers of troops to fight in the war confirmed that the Union was growing while the South suffered food and clothing shortages.

The Confederate states appointed their own president, Jefferson Davis, and wrote their own constitution—almost an **exact copy** of the Union's, **except with an amendment protecting slavery**. They formed their own government, electing a Senate and House of Representatives, and created their own currency, national flag, and national anthem. Because the South lacked refined industry, Confederates were forced to use substitutes for many of the goods they had enjoyed before the war such as coffee, fabric, and flour. Rare items like real sugar and salt were considered commodities and bartered.

### Slide 2

#### ◀ Personal Accounts of the War

##### Primary Source

Thomas Livermore, a captain with the New Hampshire Infantry, recalls the battle of White Oak Swamp, another battle of that summer's campaign:

*The enemy's fire was unrelenting, and from noon until dark we endured the slow torture of seeing our comrades killed, mangled, and torn around us, while we could not fire a shot, as our business was to lie and wait to repel attacks and protect our batteries. With every discharge of the enemy's guns, the shells would scream over our heads and bury themselves in the woods beyond, burst over us and deal death in the ranks, or ricochet over the plain, killing whenever they struck a line...*





The shot hit some of our men and scattered their vitals and brains upon the ground, and we hugged the earth to escape this horrible fate, but nothing could save a few who fell victims there. . . .\*

### Primary Source

### ► Slide 3

Private JR Montgomery, a Confederate who was mortally wounded in 1864, gracefully accepted death as a natural part of a soldier's life. On paper stained with spots of blood from his wound, Montgomery wrote this note to his father in Mississippi:

Dear Father,

This is my last letter to you. . . .I have been struck by a piece of shell and my right shoulder is horribly mangled and I know death is inevitable. . . .I know death is near, that I will die far from home and friends of my early youth, but I have friends here too who are kind to me. My friend Fairfax will write you at my request and give you the particulars of my death. My grave will be marked 58 that you may visit if you desire to do so. . . .Give my love to all my friends. . . .my strength fails me. . . .May we meet in heaven.

Your dying son,  
JR Montgomery\*\*

### Primary Source

### ► Slide 4

John Parker, a black soldier, fought for the Confederate Army; but when he had his chance, he went to the Union Army. In this quote, he describes his feelings about the Battle of Bull Run.

There were four colored men in our battery. I don't know how many there were in the others. . . .my work was to hand the balls and swab out the cannon. . . .The officers aimed this gun; we fired grape shot. . . .I felt bad all the time, and thought every minute my time would come; I felt so excited that I hardly know what I was about, and felt worse than dead. We wish to our hearts that the Yankees would [win], and we would have run over to their side but our officers would have shot us if we made the attempt.\*\*\*

\* Meltzer, M. ed. (1989) *Voices of the Civil War*. HarperTrophy, p.65.

\*\* Ray, D. ed. (1991) *Behind the Blue and Gray: The Soldier's Life in the Civil War*. New York: Lodestar Books, p.46.

\*\*\* Hansen, J. ed. (1993) *Between Two Fires: Black Soldiers in the Civil War*. New York: Franklin Watts, p.40.



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7

## Student Handout

### Slide 5

### ◀ From the Emancipation Proclamation

*Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:*

*Arkansas, Texas, Louisiana, . . . Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, . . . and which excepted parts, are for the present, left precisely as if this proclamation were not issued.*

*And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.*

*And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.*

*And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.*

*And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.*



## From the Gettysburg Address

► Slide 6

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain, that this nation, under God, shall have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the Earth.





**Slide 7** ◀ **Major Battles of the Civil War**

Battle	Date(s)	Significance
Fort Sumter	April 12, 1861	Opening shots fired. War declared.
First Bull Run	July 21, 1861	First battle; Confederates prove their strength.
Fort Henry	February 6, 1862	Grant's new ironclad gunboats batter and flood the fort. Union victory.
Fort Donelson	February 13–16, 1862	Union victory. Grant demands "immediate and unconditional surrender."
Hampton Roads	March 8, 1862	First major U.S. naval encounter: the North's Monitor fought the South's Merrimack.
Battle of Shiloh	April 6–7, 1862	Union victory. Heavy combined casualties; 23,000 soldiers killed.
Seven Day's Battle	June 25–July 1, 1862	Confederates launch seven-day offensive; suffer heavy casualties, but save Richmond.
Second Bull Run	August 27–30, 1862	Grant's army forced to retreat to Washington.
Antietam	September 17, 1862	Bloodiest one-day battle of the war; combined casualties of 26,200.
Fredericksburg	December 13, 1862	Confederate gunfire forces Union troops to retreat from attempts to cross the river.
Chancellorsville	May 1–4, 1863	"Stonewall" Jackson wages successful offensive but later dies from wounds.
Vicksburg	May 19–July 4, 1863	Union victory. Opens Mississippi River supply route to Union.
Gettysburg	July 1–3, 1863	Union victory. "Pickett's Charge" exposes Confederate troops to heavy fire.
Chickamauga	September 19–20, 1863	Confederate victory. Union army retreats to Chattanooga.

[illegible]

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## Questions:

1. How did Reverend McCallie feel about the end of the war? (*main ideas/supporting details; making inferences*)
2. How did he describe others' feelings about the end of the war? (*scanning*)
3. What did he think about the end of slavery? (*main ideas/supporting details*)
4. Did President Lincoln achieve his goal? (*making inferences*)
5. Why do you think so many people wanted to pay their respects to Lincoln? (*making inferences*)

### Slide 1

## ◀ How did the Civil War end?

From June 1864 to April 1865, Union general Ulysses S. Grant's forces crushed Confederate General Robert E. Lee's men in Petersburg, Virginia, while Union General William T. Sherman's troops took a number of cities in Georgia, North Carolina, and South Carolina. By April 1st, weak Confederate forces fell to Grant in the Five Forks battle in Petersburg. On April 9th, 1865 at Appomattox Court House in Virginia, Lee surrendered to Grant, as did Confederate generals Joseph Johnston and Kirby Smith. These surrenders informally ended the Civil War.





## Primary source

At length the last of the war winters, the winter of '64 and '65 came to an end. In the early days of April the news flashed over the country that the war was over and that peace had come. It was received in the South with sadness and with gladness. There was general joy, even here in the South, that the war was over, no matter how terminated. It had been a burden, a sorrow, a suspense, a calamity, no matter which way went the surge of success or of defeat. The war was over and we were glad of it. We were glad that in the awful strife slavery had gone out and out forever. Whatever the curse or of blessing to the black race, and blessing unnumbered had come to him through it, yet it had been a burden to master and mistress that we gladly part with. We were glad we were done with it. This loss occasioned no sorrow in Tennessee. We were also glad that after all the Union remained unbroken. The star of hope rose in the midst of the gloom of defeat that somehow or other we would again be not only a reunited, but a happy people. Other peoples, the English, for instance, had had their quarrels, their conflicts, their passionate appeals to the sword on bloody battlefields, and had again lived together in peace and happiness, why not we?

—from *An Early Family Record: The McCallie Family in Tennessee*





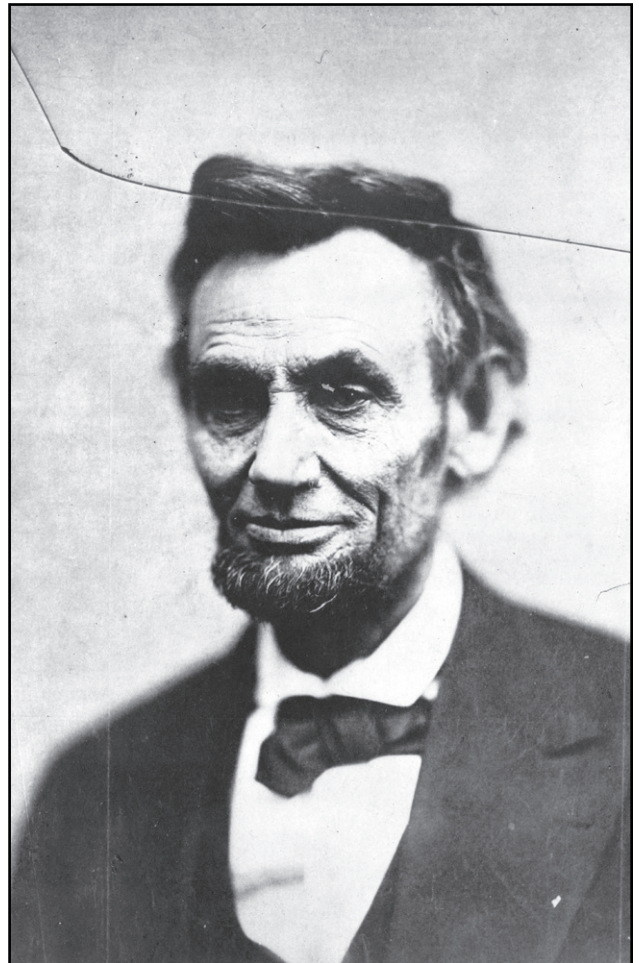
### Slide 3 ◀ How did the nation rebuild?

President Lincoln had actually tried to start the reconstruction process during the Civil War. Following Union victories at Gettysburg, Vicksburg, and Chattanooga, Lincoln hoped that at least some Confederate states might anticipate Union success and rejoin the Union if generous terms were offered. Thus, in December 1863, Lincoln issued a Proclamation of Amnesty and Reconstruction, which stated that those states where ten percent of the 1860 electorate would take an oath of loyalty to the Union and agree to emancipation might be readmitted. Congress refused to recognize Lincoln's plan and countered with the Wade-Davis Bill, a much harsher approach, which the president vetoed with a "pocket veto." (A pocket veto occurs when a bill is sent to the president, who does not sign it, but

Congress adjourns within the ten-day period allotted for the president to return the bill.)

Lincoln did not back off from his intention to treat the South generously. In his famous Second Inaugural Address, which is inscribed on the wall of the Lincoln Memorial in Washington, he closed with the words:

*With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow and his orphan...to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.*



Source: <http://www.academicamerican.com/recongildedage/topics/reconstruction/reconstruction.html>



## A Tragic Ending

Sadly on April 14, 1865, John Wilkes Booth, an actor, shot President Lincoln. This happened less than a week after Lee surrendered at Appomattox. President Lincoln was attending a play at Ford's Theatre, and John Wilkes Booth entered the presidential box and shot him. Booth supported the Confederacy and was angry with Lincoln so took out his anger by killing him. Booth escaped but was caught two weeks later in Virginia. He was hiding in a barn and as he tried to escape, he was shot and killed. Many people were arrested as accomplices but only four people were brought to trial and convicted of conspiracy in the death of Lincoln. They were executed for their involvement.







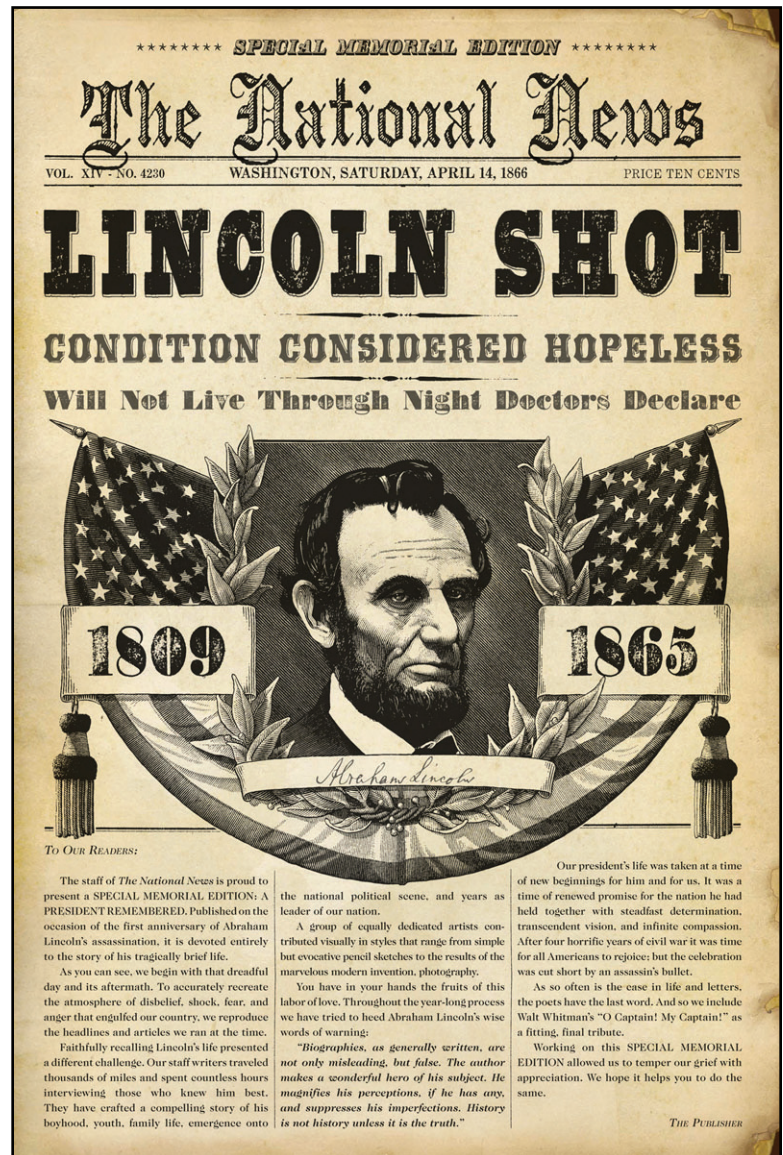
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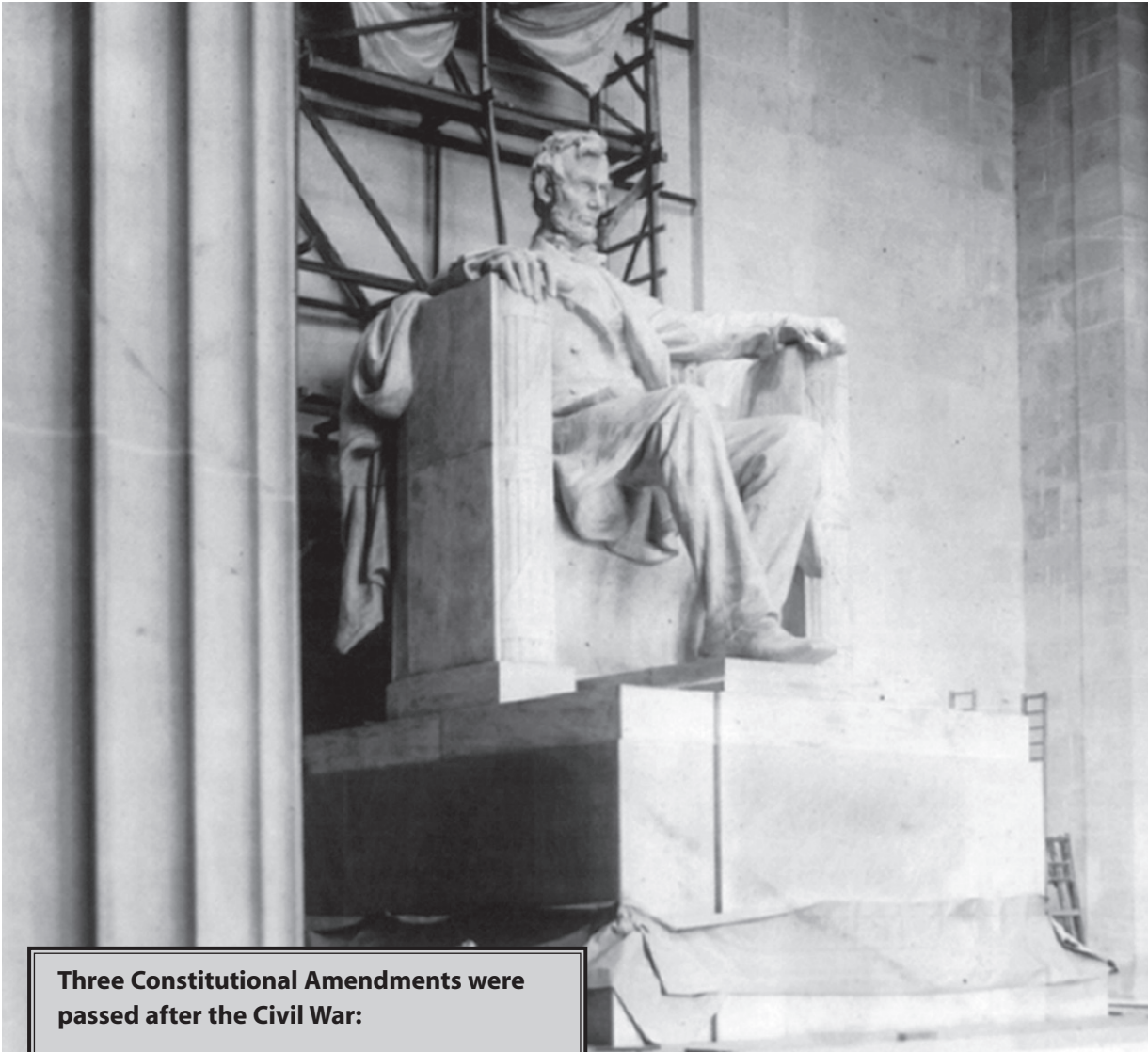
## Student Handout

### Slide 5

◀ A week after Lincoln died, his body was taken by train to his home in Springfield, Illinois. At every stop on the way to his home, huge crowds turned out to mourn the passing of this great president. In New York City his coffin was placed in public view at City Hall. Many wanted to pay their respects with the crowds soaring to over half a million people. Each city along the way, people came out to view the passing of the train.

On May 3, 1865, the train arrived in Springfield. His body was placed in the Hall of Representatives in the State House. On the following day, his coffin was transported to the Oak Ridge Cemetery where he was laid to rest in the family tomb. The President's horse, Old Bob, followed the hearse and Major-General Joseph Hooker led the procession. Lincoln's wife, Mary Todd Lincoln, did not attend. She was devastated by the loss of her husband so remained in Washington, D.C.





**Three Constitutional Amendments were passed after the Civil War:**

- **1865:** The Thirteenth Amendment abolished slavery.
- **1868:** The Fourteenth Amendment recognized racial equality.
- **1870:** The Fifteenth Amendment affirmed African Americans right to vote.