



U.S. HISTORY / 1830 – 1876

CIVIL WAR ERA

CHARLIE BOONE



SOCIAL STUDIES SCHOOL SERVICE
CULVER CITY, CALIFORNIA



SOCIAL STUDIES SCHOOL SERVICE

Copy Editor: Emily Rose Oachs
Editorial Assistant: Manasi Patel
Book Layout: Linda Deverich
Cover Design: Mark Gutierrez
Editorial Director: Dawn P. Dawson

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Social Studies School Service
10200 Jefferson Boulevard, P.O. Box 802
Culver City, CA 90232-0802
United States of America

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

www.socialstudies.com
access@socialstudies.com

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Introduction

Goals

The main goal of this book is to help students develop skills outlined in the Common Core Standards by clarifying what the standards are asking for and by giving teachers specific activities they can use to address the standards.

Organization

The book is mostly organized by the categories into which Common Core places its standards. The first three chapters are “Key Ideas and Details,” “Craft and Structure,” and “Integration of Knowledge and Ideas.” Because “Range of Reading and Level of Text Complexity” is addressed every time students read, it does not have its own chapter. Also, because it is common for many writing categories to overlap on a paper, the fourth chapter covers all the writing standards and is divided into the three main paper types: argumentative, informative, and narrative.

Activities open with an introductory page that includes every standard covered by the activities, directions, estimated lesson length, and additional teaching ideas. At the back of the book are selected answers for the reading activities.

Tracking Common Core Standards

On the next page, there is a chart that can help you track which Common Core Standards you have addressed and with which activities.

Narrative Writing

Narrative writing is not required for social studies teachers, which is why there is no CCSS.ELA-Literacy.WHST.6-8.3. However, this form of writing was included in this book because numerous social studies teachers also teach language arts, for the many educators who find creative writing a valuable way to explore history, and because other required writing standards can be covered with narrative writing.

Common Core Standards

If a teacher covers the six reading activities and three papers outlined in this book, he or she will have addressed every 6–8 History/Social Studies Common Core Standard at least once. Although it is not expected that teachers cover every standard in each unit of study, this gives teachers a great way to see examples of every standard and have numerous assignments to choose from.

Common Core Standards

CHAPTER 1

Key Ideas and Details

RH.6-8.1

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

RH.6-8.2

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

» *Summarize primary or secondary sources.*

RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

» *Summarize the steps of a process or historical event.*

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CHAPTER 2

Craft and Structure

RH.6-8.4

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

» *Use context to decipher the meanings of difficult words.*

RH.6-8.5

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

» *Determine how the author has ordered the information.*

RH.6-8.6

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

CHAPTER 3

Integration of Knowledge and Ideas

RH.6-8.7

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

» *Interpret a reading with a visual.*

RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9

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

CHAPTER 4: WRITING STANDARDS

Text Types and Purposes

WHST.6-8.1

Write arguments focused on *discipline-specific content*.

» *Argumentative writing.*

WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

» *Informative writing.*

W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

» *Creative writing. (This is not required for social studies teachers.)*

Production and Distribution of Writing

WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

» *Write for a specific audience.*

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on

how well purpose and audience have been addressed.

» *Use writing process.*

WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

» *Publish writing for an audience.*

Research to Build and Present Knowledge

WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

» *Research to answer a question.*

WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

» *Use multiple credible sources when researching and summarize findings in own words.*

WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

» *Support essays with information or quotes from texts.*

Range of Writing

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Tracking Common Core Standards

CCSS.ELA-LITERACY	Assignment	Assignment	Assignment	Assignment
<u>RH.6-8.1</u>				
<u>RH.6-8.2</u>				
<u>RH.6-8.3</u>				
<u>RH.6-8.4</u>				
<u>RH.6-8.5</u>				
<u>RH.6-8.6</u>				
<u>RH.6-8.7</u>				
<u>RH.6-8.8</u>				
<u>RH.6-8.9</u>				
<u>RH.6-8.10</u>				
<u>WHST.6-8.1</u>				
<u>WHST.6-8.2</u>				
<u>WHST.6-8.4</u>				
<u>WHST.6-8.5</u>				
<u>WHST.6-8.6</u>				
<u>WHST.6-8.7</u>				
<u>WHST.6-8.8</u>				
<u>WHST.6-8.9</u>				
<u>WHST.6-8.10</u>				
<u>SL.8.1</u>				

Note: WHST.6-8.3 is not included on this chart because it is not required for social studies teachers.

Key Ideas and Details

ACTIVITY 1

The Emancipation Proclamation

RH.6-8.1

RH.6-8.2

RH.6-8.10

ACTIVITY 2

The Assassination of Abraham Lincoln

RH.6-8.3

RH.6-8.10

SL.8.1

ACTIVITY 1

CHAPTER
Key Ideas and Details

DURATION
1 class period

The Emancipation Proclamation

COMMON CORE STANDARDS

RH.6-8.1

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

RH.6-8.2

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

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

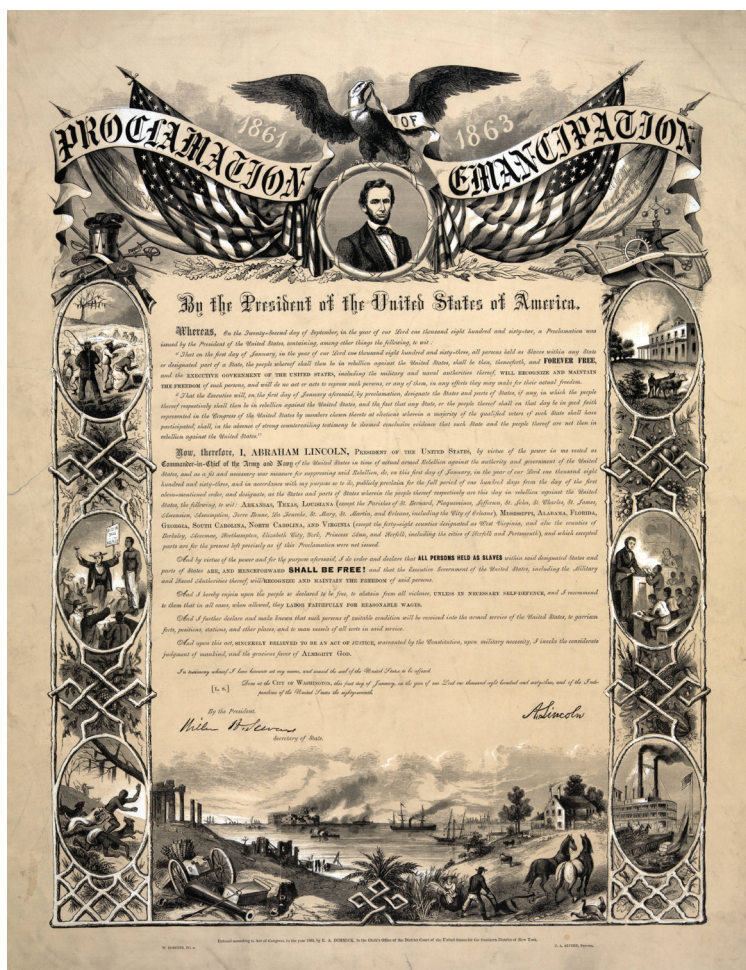
DIRECTIONS

- The class reads the first paragraph of the Emancipation Proclamation out loud and completes “Paragraph 1” on “Breaking Down the Emancipation Proclamation” together. Repeat for the second paragraph.
- Students read the third paragraph independently and complete “Paragraph 3” with a neighbor. With the class students share their summaries and the quotes they have questions about.
- Students read and complete corresponding sections for paragraphs 4 and 5 independently. With the class students share their summaries and the quotes they have questions about.
- Students answer “Emancipation Proclamation Questions” independently.
- After students share answers as a class, the teacher makes clear that as the Union took over Confederate states, slaves were freed from those states.
- At the end of class, students complete an exit ticket for the prompt, “Summarize the Emancipation Proclamation in three to five sentences.”

EXTENSIONS/VARIATIONS

- Assign half the class question 5 and half the class question 6. Have the different sides debate.
- Explore the Dred Scott Case further.
- Divide students into five groups: abolitionists, slave owners in border states, free African Americans, racist northern soldiers, and Lincoln. The first four groups make their cases to the Lincoln group about what they think should be done about slavery. The Lincoln group creates its own plan based on what the members have heard. Afterwards, the class compares its plan to the Emancipation Proclamation.

EMANCIPATION PROCLAMATION 1/2



Selections from Abraham Lincoln's Emancipation Proclamation, September 22, 1862

- 1 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.
- 2 That the Executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States.

3 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:

4 Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans) Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except the forty-eight counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth[]), and which excepted parts, are for the present, left precisely as if this proclamation were not issued.

5 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.

BREAKING DOWN THE EMANCIPATION PROCLAMATION

Paragraph 1

Summarize in your own words:

Quote a line/phrase you do not understand or have a question about:

Paragraph 2

Summarize in your own words:

Quote a line/phrase you do not understand or have a question about:

Paragraph 3

Summarize in your own words:

Quote a line/phrase you do not understand or have a question about:

Paragraph 4

Summarize in your own words:

Quote a line/phrase you do not understand or have a question about:

Paragraph 5

Summarize in your own words:

Quote a line/phrase you do not understand or have a question about:

EMANCIPATION PROCLAMATION QUESTIONS

1. When was the Emancipation Proclamation issued? When did it take effect?
2. What will happen to slaves “within any State or designated part of a State, the people whereof shall then be in rebellion against the United States”?
3. How would someone from Tennessee know that they were going to get to keep their slaves? Cite a line or phrase or refer to the specific paragraph.
4. Why was it unlikely that Virginia would follow the Emancipation Proclamation?
5. Briefly argue that the Emancipation Proclamation was not important.
6. Briefly argue that the Emancipation Proclamation was extremely important.

ACTIVITY 2

CHAPTER
Key Ideas and Details

DURATION
1 class period

The Assassination of Abraham Lincoln

COMMON CORE STANDARDS

RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

DIRECTIONS

- Students independently read Beekman's account and break it into 4 to 6 main events. When done, they compare their work with a neighbor's and make any necessary changes.
- Students independently read Doherty's account and break it into 4 to 6 events. Students share what they wrote with the class, and the teacher clarifies any confusion (especially in the last two paragraphs), with students making any necessary changes.
- Students are divided into groups. Their responsibilities are to agree on 7 to 10 steps that summarize both events and then act these out. Every member of the group should have at least one role.
- Groups act out the plays they created.
- Class discusses which steps were included in all/almost all performances and which details were left out.

EXTENSIONS

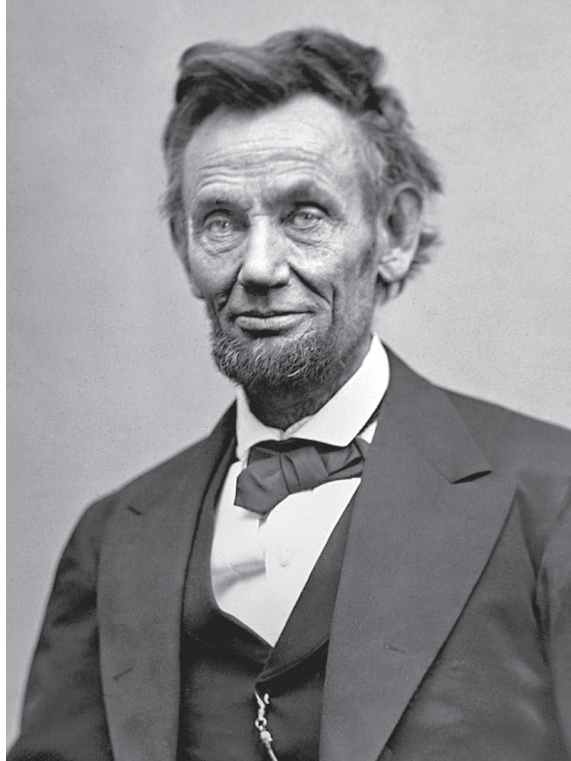
- Share similarities between Lincoln and Kennedy.
- Delve into other details about the assassination and aftermath (other assassination attempts, conspiracies, the twelve-day chase for Booth, etc.).
- Have students learn about Abraham Lincoln's life growing up.

IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words you may choose to create a review activity with.

- | | | |
|------------------------|------------|------------------------|
| ▪ homeliest | ▪ tyrant | ▪ simultaneous |
| ▪ countenance | ▪ procured | ▪ irons (as handcuffs) |
| ▪ report (of a pistol) | ▪ parley | |

DANIEL DEAN BEEKMAN AND THE ASSASSINATION OF LINCOLN ^{1/2}



Abraham Lincoln

Daniel Dean Beekman was attending the play *My American Cousin* at the Ford Theatre in Washington, D.C. on April 14, 1865, when he witnessed Lincoln's assassination.

I was in my seat at 7:30 facing the President's box when he came at 8:30 with his wife, Miss Harris (Senator Harris' daughter), and Major Henry R. Rathbone—Grant and his wife leaving the city at six o' clock that night. As the President walked along the gallery to his box, the orchestra played "Hail to the Chief" and the audience arose and cheered him. I remarked to my friend, "He is the homeliest man I have ever seen," but when he acknowledged the applause by bowing and smiling, it so changed his countenance, that I said, it was the most heavenly smile I ever saw on a man's face. He sat in the right-hand corner of the box, in a rocking chair, his head resting on his hand, elbow leaning on the arm of his chair, looking utterly worn out and apparently in deep thought.

Upon the closing of the second scene in the third act of the play, about twenty minutes past ten, I heard the report of a pistol, and I said to my friend, "that is strange, there is no shooting in this play," and just as I said that, Wilkes Booth, whom I took to be Edwin Booth, (the actor), threw one leg over the President's box, brandishing his dagger, crying out in a loud voice, "Sic Semper Tyrannis," Virginia's motto, which means, "Thus always with Tyrants." Booth's spur caught in the flag which decorated the President's box, and he fell on his knee, a distance of nine feet, causing him to limp as he ran across the stage, still theatrically brandishing his dagger, then disappeared behind the curtain before anyone in the audience realized what happened.

Then I heard a woman scream, and some one called out, "The President is shot" —and then, there was an uproar. The man sitting ahead of me was on the stage second, and I was the third one. I noticed a surgeon of the army, standing beside me, whom I knew by his straps (having two brothers in the war, both Lieutenants, serving under Sherman, in the 135th N.J. Regiment) looking anxiously up at the President's box, and I said to him, "Do you want to get up there?" and he said, "Yes." I told him to put his foot on my hand, the other foot on my shoulder, and I boosted him up into the President's box, which was about nine feet from the stage. No one could get in the box by the back, as Booth had barricaded the door after he got in by putting a piece of plank across, one end of which secured in the wall, the other against the door.

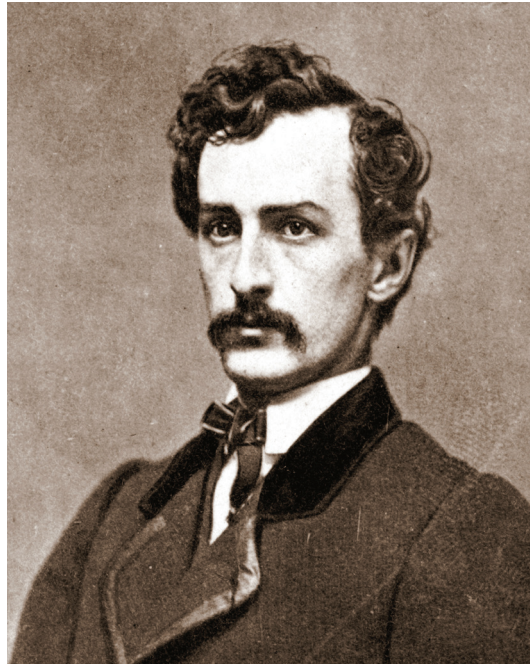
The President was shot in the head, back of the left ear, so the surgeon told me after.

Everyone rushed out of the theatre as the report was circulated around that there were conspirators in Washington, and that all the Cabinet were killed. I told my friend, I was going to stay to see the President carried out which I did, taking hold of his elbow, lifting up his arm and putting my other hand on his wrist. I knew by his pulse, which was very irregular and weak, that he was fatally shot, which remark I made to my friend. They carried him across the street, where he died twenty minutes past seven the next morning just nine hours after he was shot."

Source: Beekman, Daniel Dean. "Assasination of President Lincoln." *The Mammoth Book of Eyewitness America*. New York: Carroll & Graf Publishers, 2003.



LIEUTENANT EDWARD DOHERTY FINDING JOHN WILKES BOOTH ^{1/2}



John Wilkes Booth

This is a selection from Lieutenant Edward Doherty's official report on Booth's capture. Doherty found Booth on Richard H. Garrett's farm in Maryland on April 25, 1865.

I ordered my command to surround the house, and, as a precautionary measure, sent six men in rear of the barn and outbuildings. While I was placing my men around the buildings the detectives knocked at the door, which was opened by the elder Mr. Garrett, who was much excited; he said the men who had been there went to the woods the previous evening. While engaged in conversation the son of Mr. Garrett came in, advising the father to tell where they were. I seized this man by the collar, and pulled him out of the door and down the steps, put my revolver to his head and told him to tell me at once where the two assassins were; he replied, "in the barn." I said "show me the barn."

We started on the run for the barn, I holding him by the collar, calling on my men to follow me and surround more closely the building I should indicate. In the meantime another of the Garrett sons appeared, who was seized by one of the detectives and ordered to get a candle. He immediately procured a candle. On arriving at the barn I left the Garrett I had in charge with some of my men, and posted my men around the barn.

This accomplished, I returned to the front of the barn, and found Garrett coming out of the barn; it appears that he had been sent in there during my absence to summon Booth to surrender. This I disapproved, as there were soldiers enough there to perform such duty. Booth, however, refused to surrender. The detectives were in favor of firing the barn, which I opposed, declaring my intention to wait until daylight and I would send my men through the four different doors and overpower the assassin, but after consultation the project of burning the building was abandoned for the time being.

In the meantime considerable conversation took place concerning the surrender of Booth between Mr. Baker, myself, and the assassin. Sergt. Boston Corbett, Company L, Sixteenth New York Cavalry asked permission to enter the barn alone, which I refused. Booth all this time was very defiant and refused to surrender. At one time he said if we would draw up in line fifty paces off he would come out, adding that he was lame and had only one leg. This, however, I refused. Booth up to this time had denied there was anyone in the barn besides himself. Considerable conversation now took place between myself, Booth, and the detectives. We threatened to burn the barn if he did not surrender; at one time gave him ten minutes to make up his mind. Finally, Booth said, "Oh; Captain, there is a man here who wants to surrender awful bad:"

I answered, and I think Mr. Baker did at the same time, "Hand out your arms." Herold replied, "I have none." Baker said, "We know exactly what you have got." Booth replied, "I own all the arms, and intend to use them on you gentlemen." After some little parley I said, "Let him out." Some one objected. I ordered Garrett, the younger son, who had the key, to unlock the barn, which he did. I partially opened the door, and told Herold to put out his hand, which he did. I then told him to put [out] his other hand. I took hold of both his wrists and pulled him out of the barn.

Almost simultaneous with my taking Herold out of the barn the hay in the rear of the barn was ignited by Mr. Conger, and the barn fired. Sergt. Boston Corbett, Company L, Sixteenth New York Cavalry, shot the assassin Booth, wounding him in the neck. I entered the barn as soon as the shot was fired, dragging Herold with me, and found that Booth had fallen on his back. Messrs. Conger and Baker, with some of my men, entered the barn and took hold of Booth. I proceeded with Herold to find a rope to secure him, there being no irons for that purpose. The assassin Booth lived about two hours. In the meantime a doctor was procured, who remained with Booth till he died. I procured a wagon, sewed up the body in a blanket myself, and placed it in the wagon.

Source: Doherty, Edward. "Capture of J. Wilkes Booth and David E. Herold, at Garrett's Farm, near Port Royal, Va., April 26, 1865." The American Civil War Home. <http://www.civilwarhome.com/booth.html>.

BREAKING DOWN TWO HISTORICAL EVENTS

Assassination of Abraham Lincoln

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Finding John Wilkes Booth

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Craft and Structure

ACTIVITY 3

Reconstruction and Civil Rights

RH.6-8.2

RH.6-8.5

RH.6-8.10

ACTIVITY 4

The Right to Secede?

RH.6-8.1

RH.6-8.2

RH.6-8.4

RH.6-8.6

RH.6-8.10

ACTIVITY 3

CHAPTER
Craft and Structure

DURATION
1 class period

Reconstruction and Civil Rights

COMMON CORE STANDARDS

RH.6-8.2

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

RH.6-8.10

By the end of grade 8, read and comprehend history/ social studies texts in the grades 6-8 text complexity band independently and proficiently.

RH.6-8.5

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

DIRECTIONS

- The teacher places students into pairs. They discuss what they already know about Reconstruction and civil rights for African Americans. Students share what they discussed with the class.
- Students read the text independently, highlighting any lines or phrases that show African Americans gaining rights and underlining any lines or phrases that show African Americans losing rights.
- Students share with their partner what they underlined and highlighted. They add any they missed.
- Students share what they underlined and highlighted with the class. Students add any they missed.
- Students discuss with a neighbor how information was organized (sequentially, comparatively, causally, etc.)
- The teacher reveals that the text is organized sequentially and causally. The teacher explains they will next focus on what the major events caused.
- Students complete "Cause and Effect" with a partner.

IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words you may choose to create a review activity with.

- | | | |
|--------------|------------------|------------------|
| ▪ arduous | ▪ radical | ▪ segregation |
| ▪ dismissive | ▪ discriminatory | ▪ placate |
| ▪ freedman | ▪ Jim Crow Laws | ▪ Reconstruction |
| ▪ amendment | | |

THE SLOW PATH TO EQUAL RIGHTS FOR AFRICAN AMERICANS ^{1/2}



Reading the Emancipation Proclamation

It would be convenient if America's journey towards equal rights followed a consistently-upward track. So often in history, though, this is not the case. This was particularly true with the arduous and twisting path African Americans took on their quest for legal equality.

Abraham Lincoln's Emancipation Proclamation declared in 1862 that "all persons held as slaves . . . shall be free." If only it was that simple. It turned out the states that were ordered to free slaves were the states in rebellion—states that were not going to obey Lincoln. It is important not to be too dismissive about what the Emancipation Proclamation accomplished. First of all, as Confederate states were retaken, those slaves were freed. Additionally, after the Civil War ended in 1865 and Lincoln no longer had to appease the border states, the Thirteenth Amendment was passed, banishing all slavery. It was an important first step. Still, the Emancipation Proclamation is the first example of how complicated the path toward equality would be.

After the Thirteenth Amendment passed, Southern states quickly passed various discriminatory laws, collectively called the Black Codes. These differed depending on the state, but all were rules focused on controlling the newly freed slaves. Although some rights were granted, like marriage and owning certain property, more were denied, like owning a business, testifying against whites, bearing arms, and voting. Some laws focused on maintaining African Americans as cheap labor. For example, many states required black workers to sign a one-year labor contract, and wouldn't allow other employers to bid for their services. If African Americans left before the end of the contract, they could be arrested and forced to work for

no pay. This meant that many freedmen saw no choice but to work on the farm they had been enslaved at. Basically, freedmen were now free in name only.

Frustrated by the Black Codes, the Northern Radical Republicans passed the Fourteenth Amendment in 1866, which guaranteed all citizens equal rights, and the Fifteenth Amendment in 1868, which gave all male citizens the right to vote. To enforce these amendments they sent the army to the South. This era is referred to as the Reconstruction period. During this period, an organization, the Freedman's Bureau, was established, which was dedicated to helping poor black and whites by building schools, providing food, and helping with housing.

But in 1876, a controversial election unraveled much of this progress. In what is termed "The Stolen Election," Rutherford B. Hayes (a Northerner) was declared president despite a highly flawed voting process. To placate the furious South, Hayes agreed to remove the army. And with them gone, the civil rights of African Americans plummeted. Jim Crow Laws spread throughout the South, legitimizing segregation.

It was not until the Civil Rights Act of 1964 that discrimination was made illegal. About one hundred years after the Emancipation Proclamation, its promise was finally secured.



Drinking fountain

CAUSE AND EFFECT

Next to the arrow, write what each important historical event led to:

Emancipation Proclamation ➤ led to _____

Black Codes ➤ led to _____

Fourteenth Amendment ➤ led to _____

Fifteenth Amendment ➤ led to _____

The Stolen Election ➤ led to _____

Army Leaving the South ➤ led to _____

ACTIVITY 4

CHAPTER
Craft and Structure

DURATION
1 class period

The Right to Secede?

COMMON CORE STANDARDS

RH.6-8.1

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

RH.6-8.2

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

RH.6-8.4

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

RH.6-8.6

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

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

DIRECTIONS

- The class reads the *Charleston Mercury* selection together. For every word in bold, they draw a line to a synonym they write in the margins. Additionally, the class highlights any reasons given for whether or not the South had the right to secede.
- Students read other selections with a neighbor and continue to connect synonyms to the bold words and highlight reasons.
- Students share with the class what bold words they are still unclear on. The teacher clarifies the meaning of these words.
- Student share what they highlighted with the class. Students highlight any reasons they missed.
- Students complete “The Right to Secede Questions” independently.

EXTENSIONS

- Examine current events that include regions that recently seceded or are fighting to secede (South Sudan, Kosovo, Abkhazia, eastern Ukraine, etc.).
- Have students debate whether or not the South had the right to secede. This could also be turned into an argumentative paper.

PRIMARY SOURCES ABOUT THE SOUTH'S SECESSION ^{1/2}



Battle of Chattanooga

Charleston Mercury, 1860

The leaders and oracles of the most powerful party in the United States have denounced us as tyrants and **unprincipled heathens** through the whole civilized world. They have preached it from their **pulpits**. They have declared it in the halls of Congress and in their newspapers. In their schoolhouses they have taught their children (who are to rule this Government in the next generation) to look upon the slaveholder as the **especial** disciple of the devil himself. . . . And in every conceivable way, the whole Northern people, as mass, have shown a most **implacable** hostility to us and our most sacred rights; and this, too, without the slightest **provocation** on the part of the South. . . .

All admit that an ultimate **dissolution** of the Union is inevitable, and we believe the crisis is not far off. Then let it come now; the better for the South that it should be today; she cannot afford to wait.

Alexander Stephens of Georgia, 1861

The prevailing ideas entertained by . . . most of the leading statesmen at the time of the formation of the old Constitution was that the enslavement of the African was in violation of the laws of nature; that it was wrong in principle, socially, morally, and politically. It was an evil they knew not well how to deal with, but the general opinion of the men of that day was that somehow or other, in the order of **Providence**, the institution would be **evanescent** and pass

away. . . . Our new government is founded upon exactly the opposite idea; its foundations are laid, its cornerstone rests upon the great truth that the Negro is not equal to the white man; that slavery—**subordination** to the superior race—is his natural and normal condition.

Boston Daily Traveler, 1860

No state can legally leave the Union. What is called “the right of **secession**” has no existence. It means the right of revolution, which belongs to every people. . . . If the revolution succeeds, history **justifies** them; if they fail, it **condemns** them, even while not condemning their motives of action. . . . If South Carolina should rebel,—and secession is rebellion,—and if other states should join her, it would be the duty of the general government to **compel** them to **observe** the law

President James Buchanan’s State of the Union Address, 1860

Such a principle is **wholly** inconsistent with the history as well as the character of the Federal Constitution. After it was **framed** . . . , it was submitted to conventions of the people of the several States for **ratification**. Its **provisions** were discussed at length in these bodies. . . . In that mighty struggle between the first intellects of this or any other country it never occurred to any individual . . . to assert or even to intimate that their efforts were all vain labor, because the moment that any State felt herself **aggrieved** she might secede from the Union. . . .

The right of the people of a single State to **absolve** themselves at will and without the consent of the other States from their most solemn **obligations** cannot be acknowledged. Such authority is believed to be utterly repugnant both to the principles upon which the General Government is **constituted** and to the objects which it is expressly formed to attain.

It is not pretended that any clause in the Constitution gives **countenance** to such a theory.

London Times, 1861

The contest is really for empire on the side of the North, and for independence on that of the South, and in this respect we recognize an exact **analogy** between the North and the Government of George III, and the South and the Thirteen Revolted Provinces.

Sources: “Secession and the Civil War.” Digital History.
http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=11&psid=3810.

Buchanan, James. “Fourth Annual Message to Congress on the State of the Union.” Speech delivered December 3, 1860. The American Presidency Project. <http://www.presidency.ucs.edu/ws/?pid=29501>.

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5. How does the *London Times* view secession? Considering their history with the United States, why does this make sense?

6. Cite 2 to 3 examples of loaded language.
7. Quote the line or phrase in support of secession that you found the most persuasive. Explain why.
8. Quote the line or phrase in support of secession that you found the least persuasive. Explain why.
9. Quote the line or phrase against secession that you found the most persuasive. Explain why.
10. What would have to occur for a state to be justified in seceding today? Be specific.

Integration of Knowledge and Ideas

ACTIVITY 5

America's Most Devastating War

RH.6-8.2

RH.6-8.7

RH.6-8.10

ACTIVITY 6

Life of a Soldier

RH.6-8.1

RH.6-8.2

RH.6-8.8

RH.6-8.9

RH.6-8.10

ACTIVITY 5

CHAPTER
Integration of Knowledge and Ideas

DURATION
1 class period

America's Most Devastating War

COMMON CORE STANDARDS

RH.6-8.2

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

RH.6-8.10

By the end of grade 8, read and comprehend history/ social studies texts in the grades 6–8 text complexity band independently and proficiently.

RH.6-8.7

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

DIRECTIONS

- The class brainstorms major wars America has been in. The teacher writes the wars on board and adds any they missed.
- With a neighbor, students share what they already know about these wars. Students share what they discussed with the class.
- With a neighbor, students hypothesize which wars they think were the most deadly. Students share what they discussed with the class.
- Students look at the pie chart quietly while considering three questions: What do I notice? What do I wonder? What am I surprised by?
- Students share with a neighbor their answers to any of the three questions.
- Students share with the class their answers to any of the three questions.
- Students read the text and answer questions independently.

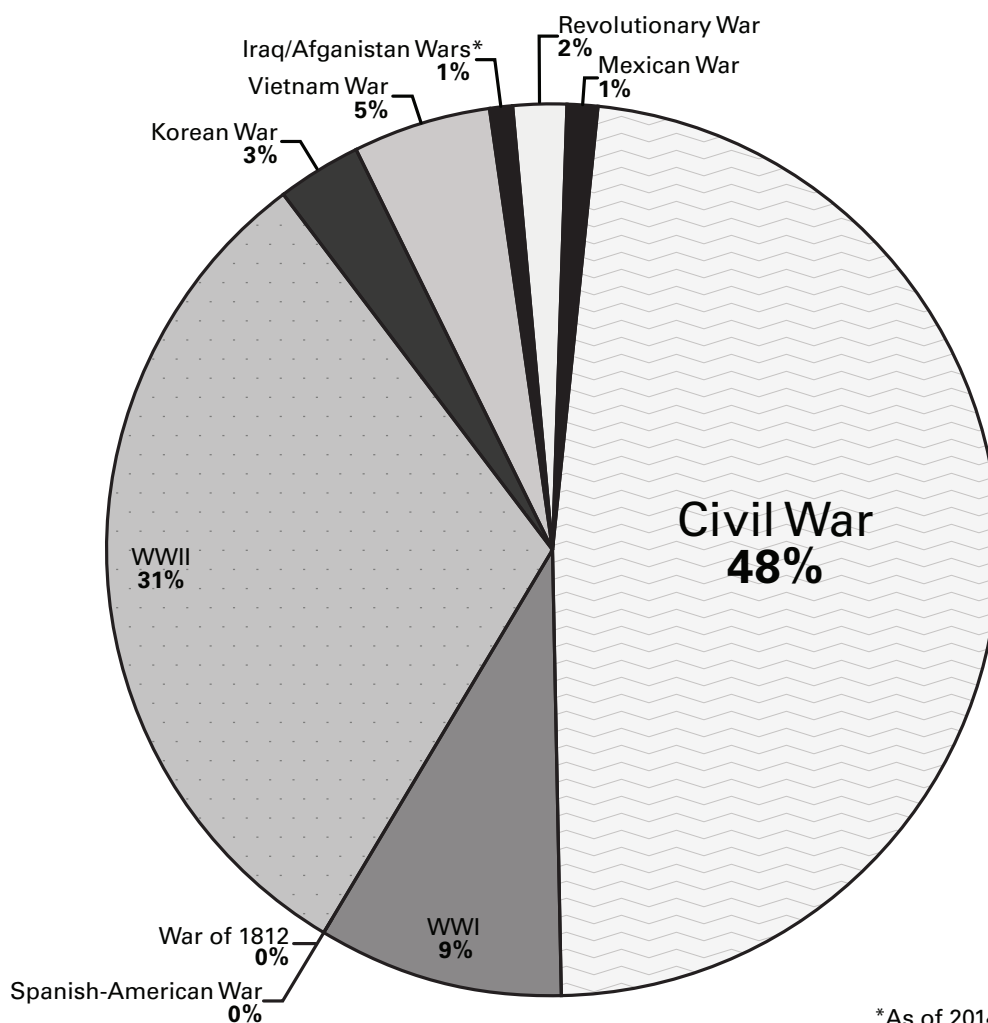
EXTENSIONS

- Have students look at American spending on the military over time and in comparison to other countries.
- Give students raw numbers from the Civil War and have them make their own pie, bar, or line graphs.
- Use numbers to show students the various advantages the Union had over the Confederacy (population, dollars spent, railroad tracks, weapons, etc.).
- Delve into the details of specific Civil War battles.

AMERICA'S MOST DEVASTATING WAR

Most historians would agree that the Civil War was our most devastating war, and it is easy to see why. Not only did the Civil War have the most fatalities (over 600,000 versus around 400,000 for WWII), but also, as the pie chart below shows, it makes up almost one-half of all total deaths suffered in American wars. And even this understates the Civil War's destructiveness. Our population at the time of the Civil War was around 30 million compared to over 130 million during WWII, and over 300 million today. This means that 2 percent of Americans lost their lives in this epic struggle. For comparison's sake, 0.3 percent of Americans were lost in WWII and around 0.002 percent have died in wars in Iraq and Afghanistan as of 2014. Additionally, just being in a war can have various negative consequences, and 12 percent of Americans were enrolled as soldiers in the Civil War. That would equal 37 million soldiers by our current population. (There are 1.3 million active military today.) Clearly, the Civil War was the deadliest war in which our country has ever been involved.

Percentage of Fatalities by American Wars



*As of 2014

AMERICA'S MOST DEVASTATING WAR QUESTIONS

1. Make three observations about the pie chart.
2. About 618,000 soldiers died in the Civil War; which was 2 percent of the U.S. population at that time. If you were trying to prove to someone that the Civil War was our most deadly war, which of those statistics would you choose? Why?
3. The pie chart lists 9 percent for WWI. Nine percent of what?
4. Why does the pie chart say 0 percent died in the War of 1812 and the Spanish-American War when there were casualties for both?
5. One percent of American fatalities occurred during the Mexican War and the Iraq/Afghanistan war. Even though around the same amount were lost in each, how could you argue the Mexican War was deadlier than the Iraq/Afghanistan wars?
6. By about how much has our population increased since 1860?

ACTIVITY 6

CHAPTER
Integration of Knowledge and Ideas

DURATION
1 class period

Life of a Soldier

COMMON CORE STANDARDS

RH.6-8.1

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

RH.6-8.2

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

RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9

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

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

DIRECTIONS

- Students read the secondary source independently, highlighting any facts they find surprising or interesting. Students share what they highlighted with the class.
- Students are placed in groups of four. They trade off reading one letter aloud. After each letter, students discuss what facts they find surprising or interesting and highlight those.
- Students share what they highlighted with the class. The class discusses commonalities among the letters and tries to figure out if the letter writers were Union or Confederate soldiers.
- Students independently answer “Life of a Soldier” questions.
- Teachers may want students to write a response to the letter they received, pretending they are from that era.
- Teachers may want to teach students a military drill they could reenact.

IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words you may choose to create a review activity with.

- | | | |
|------------------|----------------|-----------------|
| ▪ minnie (minié) | ▪ Confederates | ▪ abolitionists |
| ▪ epistle | ▪ Union | ▪ dysentery |
| ▪ escritoire | ▪ sabbath | ▪ hardtack |
| ▪ Yankees | | |

LIFE OF A SOLDIER: SECONDARY SOURCE

Who Were They

Most soldiers were young men between the ages of sixteen and thirty. Although soldiers were supposed to be eighteen to fight, many lied about their age. Also, some women pretended to be men so that they too could fight. Most soldiers were farmers before the war.

Why They Enlisted

Soldiers volunteered for a variety of reasons: for the money, state pride, for the adventure of it, and many other reasons. As the war continued, a draft was instituted, although people who could afford it could pay for a replacement.



Civil War Soldier

Battles

Very little time was actually spent in battle. During warm weather, soldiers fought, on average, about once every thirty days. When they did fight, however, the battles were brutal. Men marched out in tightly closed formations. The idea was to close in on the enemy and charge them with a bayonet. Unfortunately, opposing armies got in multiple rounds at this giant target of men before the gruesome bayonet attacks. Fatalities were massive. Almost as many people died in the Civil War as did in all other American wars combined.

Regular Day

Soldiers woke up before dawn and spent much of the day practicing drills. When they weren't drilling, they cooked meals; cleaned equipment; read such items as newspapers, letters, dime novels, and the Bible; whittled; or played games such as poker, checkers, chess, and baseball.

Disease

An estimated twice as many soldiers died from disease than from fighting in battles. Camps were extremely dirty, with a lack of hygiene being a major problem. Diseases like malaria, measles, mumps, and whooping cough ran rampant. Additionally, because of men drinking contaminated water, dysentery was the single biggest killer in the war.

Food

Soldiers were often hungry, with food shortages common. A full Union ration was supposed to be around a pound of hardtack, coffee, and some meat. The Confederacy began with a similar ration (although they often had corn bread), but as the war continued, the Confederate army reduced it, and soldiers often went without any meat. The lack of fruits and vegetables led to numerous cases of scurvy, an illness caused by too little vitamin C in a person's diet. To supplement their meals, soldiers often raided neighboring farms even though they were not supposed to.

LETTERS BY SOLDIERS 1/4

June 21, 1861

Camp Mason

Miss Mary:

I received your letter on the evening of the day before yesterday and have been so busy ever since that although it deserved a more speedy answer it has been really impossible for me to write.

We are now as you see from the place of date in camp at Leesburg, Col. Hunton said he would be up in an hour to muster us regularly into service and I have concluded to employ the interval in writing you a hasty epistle. I am sitting flat on the ground with the paper resting on a very rough hand trunk which is the best substitute for an “escritoire” which I have been able to find. The novelty has not yet worn off of this manner of life and although considerably unpleasant I only amuse myself with its hardships and am perfectly satisfied. Last night there was so much noise that I found it impossible to sleep much with a soft pair of boot heels under my head. I think it quite probable that I shall be sergeant of the guard tonight. Our fare is splendid except that the coffee is so hot that it takes all the skin off of our mouths, the butter (what little we get) is old enough to vote, the beef is tougher than sole leather and the bread is hard and stale. I knew before I came into camp exactly what I would be compelled to endure and as it is in the cause of my country I am determined not to become dissatisfied and shall do all I can to keep others in good spirits. We expect a regiment here from the Junction to-day as there are 1500 Yankees just across the river. Since I last wrote to you I have been riding nearly all the time trying to get more recruits for our company. Last Monday night I rode all night and until Noon on Tuesday I do hope the Yankees will cross the river soon for they will keep us here for some time drilling and unless the Abolitionists come over to us we will not get a shot at them. My gun has a splendid bayonette and I hope to have an opportunity to use it...

The drum has just beaten “to arms” and I must close this letter which I am almost ashamed to send. But I hope you will make the necessary allowances and write me a long answer very soon.

I remain as ever, most truly your sincere friend

—Clinton

Source: Clinton. “Soldier Story.” Nova Parks. <http://www.nvrpa.org/uploads/Files/SoldierStory1.pdf>.

Wounded at Camp



June 29, 1863
Chambersburg, Pa.

Dear Ma:

I suppose you saw in the “Progress” newspaper a notice of my appointment to this regiment. It was quite unexpected. I had made a request to Capt. Nicholson of this reg’t to recommend me to the Col. but he did not expect any good result. When I read the appointment in the newspaper I was under arrest in my old company. In a day or two came a note from Col. Barbour of the 37th asking Col. Baker to send me to him as I had been appointed in his regiment. Col. Baker released me from arrest and sent me on with many expressions of goodwill, and wishes for my future success. The occasion of my arrest was this. Col. Baker gave an order that the 1st sergeants should call out the men and make them clear out the camp—cut down the trees and pull up the brush. It was Sunday and I was acting as 1st Sergeant of Co. E. I refused to obey the order. I wouldn’t make the men work on the Sabbath, and I was order to go to my tent and consider myself under arrest. It was less than a week before I hear of my appointment. The reg’t had two fights with the Yankees while was under arrest. I didn’t have to fight. They had taken my arms from me and sent me back to the wagon train. So it was a good thing at last. . . .

I sold my horse for 350 dollars and my saddle for fifty. So I have 400 cash with me. I wish I could get a chance to send it to Raleigh and settle Mr. Lovejoy’s account. I am so extravagant that I am afraid I shall spend all my money here and have none, or if I get knocked over by a Minnie I would not like for the Yankees to get my Confederate. . . .

Yesterday and the day before our soldiers plundered far and wide—taking butter, milk, apple-butter, fruit, chickens, pigs and horses and everything they could lay their hands on. The people are frightened out of their senses. “Take anything you want but don’t hurt us” is their cry. They are afraid to protest against anything. It is the most beautiful country you ever saw, the neatest farms, fine houses, good fences. The whole country is covered with the finest crops of wheat, such wheat as is not seen in our country.

Yesterday however, Genl’ Lee sent an order around that all stealing and plundering should be punished in each case with death, that officers should be held accountable for the execution of his orders, that he made war upon armed men—not upon women and children. The plundering will be stopped now. I never saw people so submissive and badly scared as these people in my life. It must be conscience. They know how their soldiers have desolated Virginia and they fear that ours will retaliate. But I can’t bear it. I hate to take anything when it is given from fear. . . .

For my part I want to stay here until the war is over, and take their towns and beat their armies and live on their people. Lee’s men have unbounded confidence in him. The Yankees are in great perplexity—don’t know what point to re-inforce—don’t know whether Lee will attack Harrisburg, Pittsburg, Baltimore, or Washington. I want to take them all. It is glorious. All the fences that are burnt now are Yankee fences. They’ll be willing for us to stay out of the Union hereafter. We’ve come back to the Union, but not as they expected. Write soon. Direct to Lieut. Iowa Royster, 37th N.C.G. Lane’s Brigade, Pender’s Division, Hill’s Corps.

Source: Royster, Iowa. “Iowa Royster on the March into Pennsylvania.” North Carolina Digital History. <http://www.learnnc.org/lp/editions/nchist-civilwar/4608>.

April 9, 1863

Helena Arks

Dear Miss Han. M. Cone

I will Inform you with Pleasure that I am well at the present & I hope that when this Reaches you that it may find you well I Have Recd. no letter from you Since the about the 1st of March I wrote you an answer on the 9th of March & Rec. no *Ans* yet & I Have concluded to write one letter for Spite Well Han. I dont know that I have much of Interest to write at the Present But I will write alittle & tell you How the Boys are getting along Since I wrote you last we Have Had considerable Sickness in our Co. E. F. Knight Has Bin verry sick But is Getting well now. Dorsey Makin is verry Sick at the Present He took Sick on or about the 15th March & Has Bin Gradually Sinking Ever Since He is not Exspected to live I Have Bin waiting on Him Ever Since the 24th March We carried Him from the Boat yesterday Evening to His Relatives Here & I & Will P. is Staying with Him I think that He can not last But afew Days longer. the Rest of acquaintances are Generaly well I Beleive at this time--

Well Han, Since I last Wrote to you I Have Heard Rebel Bullets Sing But we Have Had no General Fight we was Fired on Several times By Gurillas Fired on us & Slightly Wounded 2 of our Co. Sergt. D. P. Bay was Shot in the Shoulder But not Seriously also Thomas Nichol was Shot on the cheek the Bullet was taken out But [But is crossed out] it will Soon Be well again. . . .

Have not Room to tell you any thing about our Expedition for it Would take about 20 Sheets of Paper to tell all But Suffice it to say that we Had apretty Hard time & Sufferd considerable with Sickness & Done But little Damage only in the Destruction of Cotton & Property I Have See a great many large Buildings & Fencing Burned and any Amount of other Property taken We got Several messes of Good chicken While we was gone we Respected Rebel Property But little & where Ever they Fired on our Boats We landed & Burnt Every thing that would Burn. . . .

But I will Have to close for I Have my sheet Filled & nothing written Will is Sitting By me writing to David Cone Please write all Particulars & write Soon give my Respects to all

Respectfully yours Newton Scott

Source: Scott, Newton. "Union Soldier Letters." Hot Springs Fine Arts Center. <http://www.hsfac.org/UnionLetters.pdf>.

July 19. 1863

Gettysburg, Penn

Dear Doctor

I have been dangerously wounded in the battle I am as yet unable to be moved I am shot in the left knee. The wound is a serious one and will deprive me of the use of the joint for a long time if the joint is not altogether destroyed. I am at the house of D Wills Esq and receive every attention.

Write to me here I fear we will never play billiards together again.

I have written to you several times but presume you did not know where to reply.

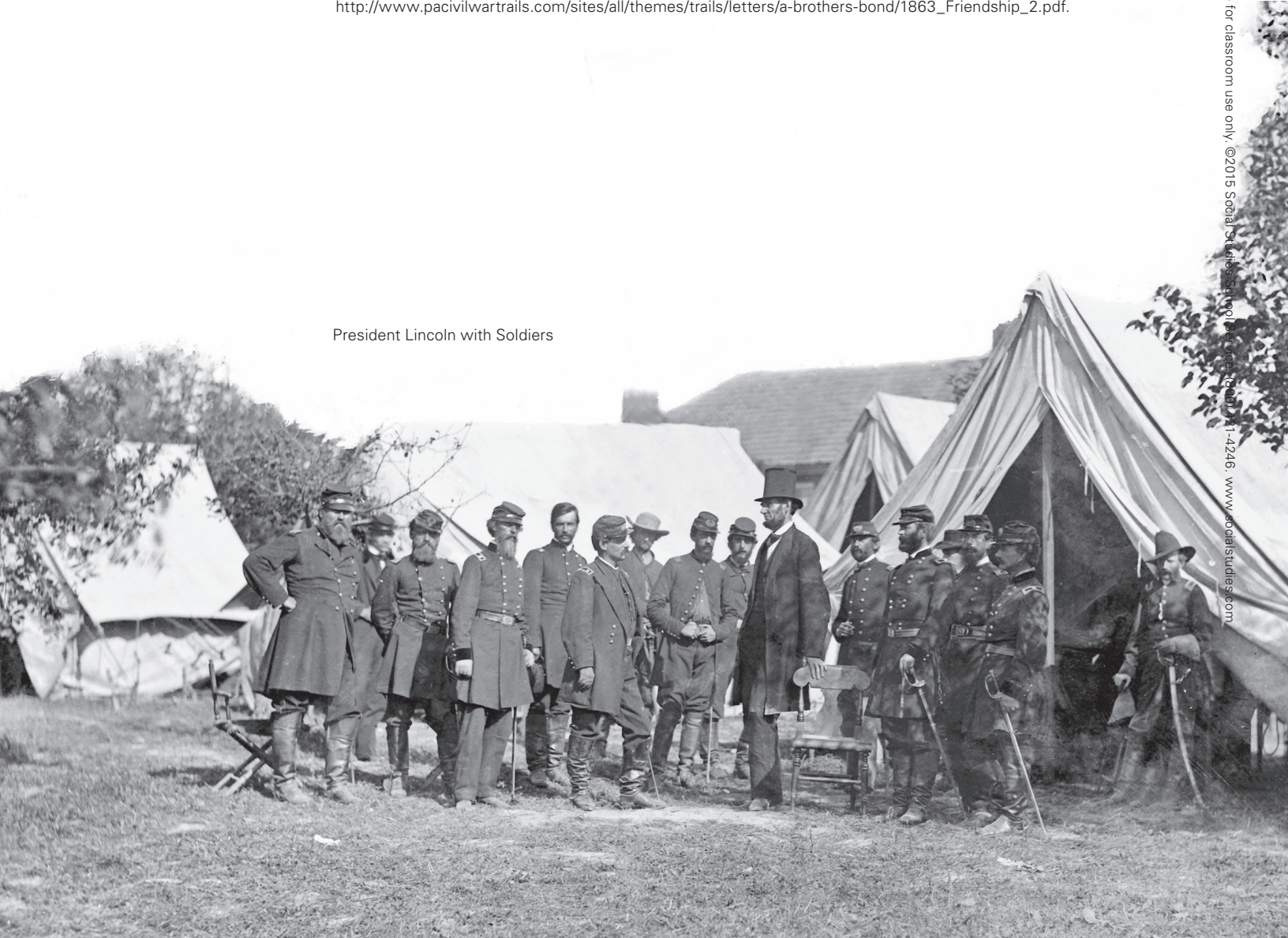
Remember me kindly to Maria & Mr Hiester

Yours, H W Freedley

P.S. Do not let Maria know I am so badly wounded

Source: Freedley, H. W. Letter from H. W. Freedley, July 19, 1863. Pennsylvania: Civil War Trails.
http://www.pacivilwartrails.com/sites/all/themes/trails/letters/a-brothers-bond/1863_Friendship_2.pdf.

President Lincoln with Soldiers



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1. Find three examples of grammar mistakes. Cite and correct them.

- 2.** Find three examples of opinions in the letter. Cite them.

- 3.** Find three examples of facts in the letters. Cite them.

4. What aspect of being a soldier is included in both the secondary source and in at least one letter?

5. What is an aspect of being a soldier that the letters mention but the secondary source did not write about?
6. Which did you find more interesting to read, the secondary source or the letters? Why?
7. Which do you think you learned more from, the secondary source or the letters? Why?
8. List five to seven surprising or interesting facts you learned from both sources about the life of a soldier.

Writing Standards

ARGUMENTATIVE WRITING

Nat Turner and John Brown: Heroes or Villains?

WHST.6-8.1

WHST.6-8.9

WHST.6-8.10

INFORMATIVE WRITING

Civil War Paper

WHST.6-8.2

WHST.6-8.4

WHST.6-8.5

WHST.6-8.6

WHST.6-8.7

WHST.6-8.8

WHST.6-8.10

NARRATIVE WRITING

Historical Fiction

W.8.3

WHST.6-8.5

WHST.6-8.7

WHST.6-8.8

WHST.6-8.10

ARGUMENTATIVE WRITING

CHAPTER
Writing Standards

DURATION
1 class period

Nat Turner and John Brown: Heroes or Villains?

COMMON CORE STANDARDS

WHST.6-8.1

Write arguments focused on discipline-specific content.

WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

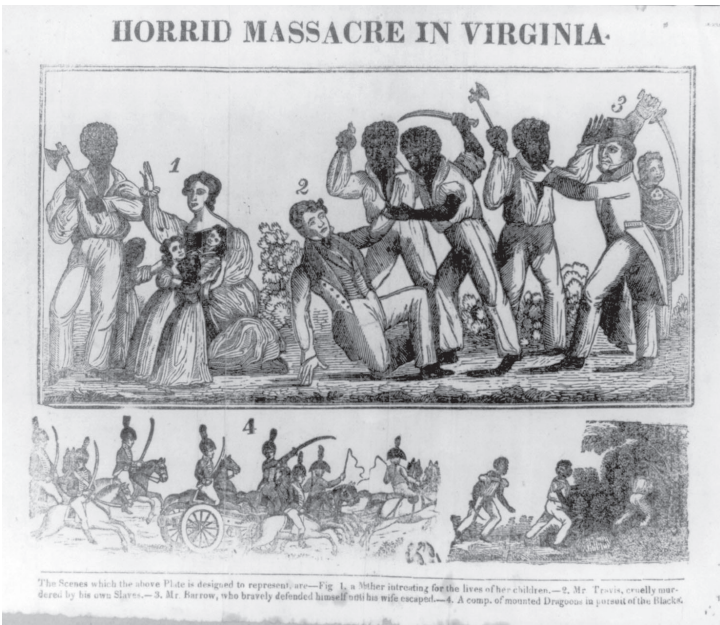
DIRECTIONS

- Students decide whether they want to write about Nat Turner or John Brown.
- Students independently read the section on the person they picked, highlighting facts that support his being a hero and underlining facts that support his being a villain.
- Students write an on-demand paper about whether the person they picked is a hero or a villain. Do not allow students to take a middle road.
- On-demand writing can have multiple meanings. Some teachers require students to finish it within the given time frame. Others allow them to finish it for homework. The main point is that this paper will not have multiple drafts and/or edits.

VARIATIONS

- Students could be assigned a person and side.
- Students could do additional research.
- The two John Brown sides could debate, with the students who chose Nat Turner deciding who won. Then the Nat Turner sides could debate, with the students who chose John Brown deciding who won.
- Some students struggle to classify either figure as a “hero” or “villain.” Teachers could open up the assignment to “In what ways is ____ a villain? In what ways is ____ a hero?”

NAT TURNER AND JOHN BROWN: HEROES OR VILLAINS?



19th Century Woodcut Depiction of the Southampton Insurrection

Requirements

- Write a paper about whether or not the controversial figures Nat Turner and John Brown were heroes or villains.
- On-demand
- Make 3–4 arguments
- About 1 page

Sides

Choose one of the following stances:

- Nat Turner was a hero.
- Nat Turner was a villain.
- John Brown was a hero.
- John Brown was a villain.

Rubric

	Exceeding	Proficient	Developing	Beginning
Argument	Uses persuasive word choice, logical reasoning, and strong support to write a strong argument. Also, successfully disputes a counterclaim.	Integrates all requirements to write a solid argument. Brings up counterclaim, but may struggle to successfully dispute it.	At times argument is solid, but needs to improve persuasive word choice, reasoning, and/or counterclaim.	Argument is weak due to issues with persuasive word choice, reasoning, and/or counterclaim.

FACTS ABOUT SLAVERY

Between 1790 and 1859 cotton production increased from around three thousand bales to over four million bales. During that same time, the number of slaves increased from 500,000 to 4,000,000 individuals.

Slave trade between the United States and other countries became illegal in 1808. Slave trade within the country continued until the Thirteenth Amendment made slavery illegal (1865).

Slaves were considered property. Families were often broken up to sell a slave to a different plantation or master.

The majority of slaves worked in the fields from daybreak to sundown. For many, their only days off were Sundays, Christmas, and the Fourth of July.

Slaves were punished in various ways if they were not working hard, with whipping being the most common form of punishment.

Although few cases were reported, the rape of enslaved women by white men is believed to have been prevalent on plantations.

Most slaves were given the bare minimum of food and clothes. Many slaves supplemented their diet with vegetables they grew on small lots.

Many slaves escaped on the Underground Railroad. Harriet Tubman, an escaped slave herself, returned at least nineteen more to lead over three hundred slaves to freedom along this route.



Family of Black American Slaves in a Field in Georgia, circa 1850

NAT TURNER FACTS



Discovery of Nat Turner

Although a slave, Nat Turner could read from a young age and preached to other slaves. He earned the nickname, “The Prophet.”

He believed an eclipse in February was a sign from God that it was time to “slay [his] enemies with their own weapons.”

This led Turner to begin to prepare a revolt to rebel against the institution of slavery. This revolt became known as Nat Turner’s Rebellion.

Nat Turner and more than seventy other slaves armed themselves and went house to house killing all the white people in them. They freed any slaves they found. Around sixty people were murdered, including women and children. This was the highest number of fatalities ever for a slave rebellion in the South.

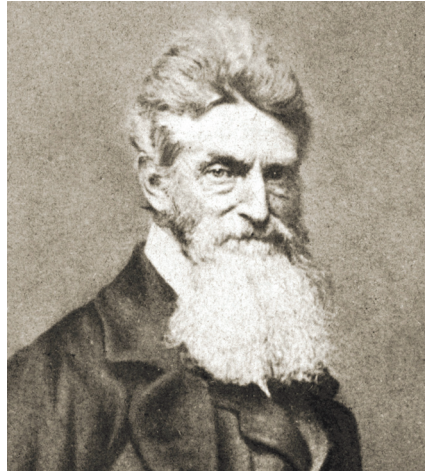
This rebellion occurred in Southampton County, Virginia, August 13–23, 1831.

Turner and fifty-six other slaves were executed for participating in the rebellion.

In retaliation, white militias charged through the area, killing between one hundred and two hundred slaves that had nothing to do with Nat Turner’s Rebellion.

Afterwards, laws were passed throughout the South that illegalized the practice of teaching slaves to read and restricted slaves’ rights to meet.

JOHN BROWN FACTS



John Brown

John Brown was a white abolitionist.

His home was used as a stop on the Underground Railroad.

He demanded that his church allow African Americans to join.

He believed that peaceful approaches to end slavery would not work.

He played a significant role in Bleeding Kansas, the name given for the violent clashes in 1856 over whether or not Kansas should become a slave or free state. John Brown was in charge of a militia in support of the antislavery side.

Also during Bleeding Kansas, he led a group who dragged five proslavery men out of their houses and brutally killed them with swords, which became known as the Pottawatomie Massacre. The motivations and why these men were slaughtered have never been made clear. It may have been retribution for attacks on two abolitionist newspaper offices in Lawrence, Kansas. John Brown's reported reason was to "strike terror into the hearts of the Pro-slavery party."

In 1858 he led a group into Missouri that freed eleven slaves.

In 1859 he led a raid of Harpers Ferry, a federal armory, where weapons are kept. His plan was to distribute the weapons among slaves, enabling a mass slave revolt.

During the raid, seven people were killed and ten were injured.

Troops, led by Robert E. Lee, captured him at Harpers Ferry.

He was put on trial and sentenced to death.

He passed a note with the following quote on it to a guard before he was hanged: "I, John Brown am now quite certain that the crimes of this guilty land will never be purged away but with blood." Within two years, the Civil War started.

Civil War Paper

COMMON CORE STANDARDS

WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DIRECTIONS

- Students choose their topics. There should be no repeats in a class.
- Students research their topic for a day; this will be the last day they can switch topics. Students should keep track of sources as they go.
- The class goes over thesis types, examples, and makes own examples.
- Over a few days, students write a thesis, research more, complete the prewrite, and write the final draft.
- Students read the papers of two classmates and complete, “Learning About the Civil War through Your Peers.”
- Teachers may want to give students graphic organizers for their research.
- Teachers could have students do “Learning about the Civil War through Your Peers” before papers are handed in and use it as a peer review.

INFORMATIVE WRITING: CIVIL WAR PAPER

Requirements

- Your audience is your classmates.
- Works Cited page
- 1–2 pages

Steps

- Choose a topic.
- Do general research about your topic.
- Write a thesis.
- Research with your thesis in mind.
- Complete the prewrite.
- Write the paper.
- Share your paper with two classmates.

Rubric

	Exceeding	Proficient	Developing	Beginning
Argument	Uses extensive evidence to make a strong argument in support of the thesis.	Uses sufficient evidence to make a solid argument in support of the thesis.	At times uses sufficient evidence to make a solid argument in support of the thesis.	May have information about the topic, but does not use it to support the thesis.
Conventions	No convention errors. <i>or</i> Uses high-level conventions with few to no errors.	Convention errors in one area. <i>or</i> A single error in a few areas.	Convention errors in two or more areas.	Too short to assess conventions. <i>or</i> Major issues with conventions.

CIVIL WAR PAPER TOPICS

Battles

Fort Sumter
Bull Run
Monitor vs. Merrimack
Shiloh
Antietam
Fredericksburg
Chancellorsville
Siege of Vicksburg
Gettysburg
Shenandoah Valley Campaigns of 1864
Atlanta
Richmond

Battle Strategies

Anaconda Strategy
Confederate Strategy
Total War
War of Attrition

Daily Life of the Soldier

Food and recreation
Drills
Uniforms
Disease

Historical Figures

Abraham Lincoln
George McClellan
Robert E. Lee
Stonewall Jackson
Ulysses S. Grant
William Tecumseh Sherman
Winfield Scott
Clara Barton
Harriet Tubman (during Civil War)
Dorothea Dix

Technology

Railroad
Ships, ironclads, and submarines
Balloons
Guns
Ammunition
Gatling gun
Telegraph
Photography
Ether and chloroform
Landmines and grenades

Groups of People

African Americans in the Civil War
Native Americans in the Civil War
Hispanics in the Civil War
Women who pretended to be men
Female spies
Doctors
Nurses

Miscellaneous

Border states
Emancipation Proclamation
Your state's involvement
Andersonville

THESIS STATEMENTS

Types of Thesis Statements

Your Opinion: What is an opinion you have on your topic?

Cause and Effect: What events did your subject cause?

Devil's Advocate: What is a position that is different from most people's opinion?

Ranking: Where does your subject rank historically? How does your subject compare to another subject?

Questions to Make Sure It Is a Good Thesis

Is it interesting?

Are there two sides?

Is there information enough to write 1–2 pages?

Is there enough evidence support for your position?

Examples

Buffalo Bill

Bad Thesis Examples:

- Buffalo Bill killed a lot of buffalo.
- This is Buffalo Bill's life story.

Good Thesis Examples:

- Buffalo Bill is a tragic example of the white man's terrible treatment of the Native Americans.
- Buffalo Bill, and others like him, helped bring about the ending of traditional Native American life.
- Buffalo Bill's effect on Native Americans is exaggerated.
- Buffalo Bill was the worst of the buffalo killers.

Andrew Jackson

Bad Thesis Examples:

- These are things Andrew Jackson accomplished as president.
- Andrew Jackson had a tough childhood.

Good Thesis Example:

- Andrew Jackson should not be on the twenty-dollar bill.
- Andrew Jackson's actions as president made the executive branch more powerful.
- For his time, Andrew Jackson was actually kinder to the Native Americans than you would think.
- Despite some controversial decisions, Andrew Jackson was one of the best presidents of the nineteenth century.

Making Examples

Possible Thesis Statements about your topic:

-
-
-
-

CIVIL WAR PAPER PREWRITE

First Paragraph: Introduction	
Hook	
Thesis	
Second Paragraph: First Argument	
Topic Sentence	
Supporting Ideas	
Third Paragraph: Second Argument	
Topic Sentence	
Supporting Ideas	
Fourth Paragraph: Third Argument	
Topic Sentence	
Supporting Ideas	
Fifth Paragraph: Conclusion	

LEARNING ABOUT THE CIVIL WAR THROUGH YOUR PEERS ^{1/2}

Peer #1

1. What was your partner's thesis?
2. What were your partner's arguments?
3. Do you agree or disagree with your partner's overall argument? Explain.
4. List three to five new things you learned about the Civil War from your partner's paper.

Peer #2

1. What was your partner's thesis?
2. What were your partner's arguments?
3. Do you agree or disagree with your partner's overall argument? Explain.
4. List three to five new things you learned about the Civil War from your partner's paper.

Historical Fiction

COMMON CORE STANDARDS

W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DIRECTIONS

- Students choose a historical figure. There should be no repeats in a class.
- Students research their historical figure and fill out “Info on Historical Figure.”
- Students consider four scenes they could write and answer questions on “Choosing among Four Scenes.” Afterwards, they share their scenes with a neighbor and get the neighbor’s opinion on which sounds the most interesting. When students have decided the scene they plan to use, they should star it.
- Students answer questions on “Planning Your Story.” These do not need to be completed in order.
- Students write the paper.
- Teachers may want to have students create a “Picture with Details” after they research their person. The requirements for this are drawing a picture of the historical figure, along with seven images representing details from the figure’s life.

$\frac{1}{2}$

- Write a story from the perspective of an important figure from the Civil War era.
- Write the story in first person (“I”).
- Choose only one scene from their life to write about.
- Include a Works Cited page
- 2–3 pages

	Exceeding	Proficient	Developing	Beginning
Writing	Writes an extremely engaging first-person story by using vivid word choice, strong voice, and/or a complex structure that works.	Writes an engaging first-person story using descriptive word choice, a believable voice, and a story structure that can be followed.	Story is in first person, but is not engaging due to ordinary word choice, a weak voice and/or a story that is hard to follow.	Story is not in first person or is too short.
Informative	Comprehensively informs about the historical figure.	Sufficiently informs about the historical figure.	Informs well at times, but needs to go into more detail or has significant factual errors.	Has little/no information about historical figure.

People from Events

Leading up to Civil War

- John Brown (abolitionist who led raid on Harpers Ferry)
- Nat Turner (slave leader of a slave rebellion)
- Horace Greeley (white abolitionist)
- Fredrick Douglass (black abolitionist)
- Harriet Tubman (led many slaves to freedom on Underground Railroad)
- Harriet Beecher Stowe (author of *Uncle Tom's Cabin*)
- Dred Scott (slave who sued for freedom)
- Preston Brooks (southern congressmen who beat Sumner with his cane)
- Charles Sumner (northern congressman attacked by Brooks)
- Eli Whitney (invented cotton gin)
- Stephen Douglas (lost to Lincoln in 1860 election)
- Chief Justice Roger Taney (gave opinion on Dred Scott Case)
- Thomas Barber (Free-Stater)
- David Rice Atchison (Border Ruffian leader)
- Anna Ella Carroll (journalist)

People from the Reconstruction Era

- Andrew Johnson (president after Lincoln died)
- Samuel Tilden (lost "Stolen Election" of 1876)
- Rutherford B. Hayes (won "Stolen Election" of 1876)
- Thaddeus Stevens (one of the leaders of the Radical Republicans)
- Francis Lewis Cardozo (African American politician)
- John Wilkes Booth (assassinated Lincoln)
- George Atzerodt (was supposed to kill Andrew Johnson)
- William Seward (Lincoln's Secretary of State)
- Lewis Powell (attempted to kill William Seward)

People from the Civil War

- Abraham Lincoln (Union president during Civil War)
- Jefferson Davis (Confederate president during Civil War)
- Robert E. Lee (Confederate commander)
- Ulysses Grant (Union commander)
- Stonewall Jackson (Confederate commander)
- William Tecumseh Sherman (Union general)
- Winfield Scott (Union commander)
- George McClellan (Union commander)
- Jefferson Moses (Union soldier)
- John Buford (Union cavalry officer)
- Lewis Addison Armistead (Confederate general)
- Alfred Waud (Civil War artist)
- Franklin Buchanan (captain of the *Merrimack*)
- John Lorimer Worden (captain of the *Monitor*)
- Sarah Rossetta Wakeman (female Union soldier)
- Jennie (Albert) Cashier (female Union soldier)
- Loreta Janeta Velazquez (female Confederate soldier)
- Private Trip (African American soldier)
- Governor Beriah (Governor of Kentucky)
- Dorothea Dix (Civil War nurse)
- Clara Barton (Civil War nurse)
- Ely S. Parker (Native American lieutenant colonel)
- Belle Boyd (Confederate spy)
- Elizabeth Van Lew (Union spy)
- Santos Benavides (Latino Confederate colonel)
- Henry Wirz (head of Andersonville prison camp)

INFO ON HISTORICAL FIGURE

Research your historical figure and make notes below. On a separate page, keep track of the sources you use. Try to use at least three sources. It is okay for some boxes to have more information than others.

Childhood	
Most Known For	
Adulthood	
Death	
_____ (Your choice)	

CHOOSING AMONG FOUR SCENES

Come up with four scenes from your character's life you could write about. You will eventually decide on one.

Scene 1

Describe what happened to your character in this scene.

Why would this be a good scene to choose?

Scene 2

Describe what happened to your character in this scene.

Why would this be a good scene to choose?

Scene 3

Describe what happened to your character in this scene.

Why would this be a good scene to choose?

Scene 4

Describe what happened to your character in this scene.

Why would this be a good scene to choose?

PLANNING YOUR STORY

1. Who is your character?
2. Which scene did you decide on?
3. How much of the scene do you plan to cover?
4. Which other characters will be included? How? What are they like?
5. Describe setting (time, place, weather, scenery, time of year, climate, buildings)
6. What are some hook ideas you have (action, description, quote, etc.) to draw in your readers?
7. How do you want your story to end?
8. What more do you need to find out?

Selected Answers

ACTIVITY 1

Breaking Down the Emancipation Proclamation

Paragraph One Summary: On January 1, 1863 all slaves in rebelling states will be freed.

Paragraph Two Summary: The president will declare which are the rebelling states. States that have elected people democratically to Congress will probably be considered not to be rebelling.

Paragraph Three Summary: Lincoln can do this because he is the commander in chief and it will help the Union win the war.

Paragraph Four Summary: Lincoln lists all the states or parts of a state that are in rebellion.

Paragraph Five Summary: A restatement that all slaves in these states are free and that the government will support them in staying free.

Emancipation Proclamation Questions

1. The proclamation was issued September 22, 1862, and went into effect January 1, 1863.
2. Those slaves will be freed.
3. Tennessee was not listed in paragraph 4.
4. Virginians considered themselves part of a different country, so the laws in the United States did not apply to them.
5. The Emancipation Proclamation was really not that important. The only states it applied to were the rebelling Confederate states and they had seceded. It actually allowed the border states to keep their slaves.
6. The Emancipation Proclamation was really important. It freed all the slaves in Confederate states; so if the Union won, those slaves would all be free. It was also an important first step to freeing all slaves.

ACTIVITY 2

Breaking Down Two Historical Events

Assassination of Abraham Lincoln

1. Abraham Lincoln sat down to watch a play from the President's box.
2. John Wilkes Booth shot him.
3. Booth held up a dagger and yelled "Sic Semper Tyrannis."
4. Booth fell from the box, limped across the stage, and left out the back.
5. Lincoln was carried across the street.
6. Lincoln died the next day.

Finding John Wilkes Booth

1. Booth was found in a barn with a companion.
2. The lieutenant threatened to burn down the barn if Booth did not surrender.
3. Booth's companion surrendered.
4. The lieutenant's men lit the barn on fire.
5. Booth was shot.
6. Booth died two hours later.

ACTIVITY 3

Cause and Effect

Answers will vary, but the following are possible answers.

- Emancipation Proclamation led to the banning of slavery in rebellious states.
- Black Codes led to freed blacks having few rights and often having to remain on plantations.
- The Fourteenth Amendment led to the unconstitutionality of laws like the Black Codes.
- The Fifteenth Amendment led to African Americans being legally able to vote in every state.
- The Stolen Election led to the removal of the army from the South.
- The Army leaving the South led to the end of the Reconstruction and the spread of Jim Crow Laws.

ACTIVITY 4

The Right to Secede Questions

1. The North was going to take away the South's right to own slaves; a state should have the right to break off if it is unhappy in a country, similar to what the colonies did against the British; etc.
2. The Constitution says nothing about states having the right to secede; seceding is rebelling; there is not a big enough reason to secede; etc.
3. Alexander Stephens believes that black people are not equal to white people and should be white people's slaves. It makes sense that this view would come from a state where slavery was legal.
4. James Buchanan believes that states do not have the right to secede. As president of the country, it makes sense that he would not want states to be able to split off easily and would want the Union to stay as a whole.
5. The *London Times* sees this as exactly the same as when the colonies split off from them. It makes sense that they would not sympathize with the North, since so recently the colonies rebelled against them and separated to form their own country.
6. "Implacable hostility against us," "without the slightest provocation," "such authority is believed to be utterly repugnant," "Thirteen Revolted Provinces," etc.
7. London Times: "In this respect we recognize an exact analogy between the North and the Government of George III, and the South and the Thirteen Revolted Provinces." I found this to be persuasive because the United States did secede from Britain. It is hard to both support the American Revolution and also say the South had no right to break off.
8. Alexander Stephens: "Its cornerstone rests upon the great truth that the Negro is not equal to the white man." I found this unconvincing since I think black people and white people are equal.
9. James Buchanan: "It never occurred to any individual . . . to assert or even to intimate that their efforts were all vain labor, because the moment that any State felt herself aggrieved she might secede from the Union." I found this convincing because states should not be able to break off for any reason. It should be a big deal and certainly not over enslaving people.
10. For a state to secede it should be because they are not living in a democracy anymore. For example, if the government took away rights to free speech or stopped allowing us to elect our presidents, I think it would be fine to secede and start a new country.

ACTIVITY 5

America's Most Devastating War Questions

1. The Civil War caused almost half of all American war fatalities; World War II caused way more war deaths than World War I; Vietnam only caused 5 percent of American war deaths; etc.
2. I would choose 618,000 deaths. Two percent still sounds like a small number. You would need to also mention percentage from other wars to make people realize how big 2 percent of the population really is.

3. Nine percent of all deaths in American wars occurred during World War I.
4. There were fatalities, but the pie chart rounded to the nearest percentage. Less than 0.5 percent must have died during the War of 1812 and the Spanish-American War.
5. The population was much lower during the Mexican War. So as a percentage of the population at the time, it was a more deadly war.
6. America's population has increased by over 270 million people—and is now about ten times the U.S. population of 1860.

ACTIVITY 6

Life of a Soldier Questions

1. Royster: "Genl' Lee" **to** General Lee
 Scott: "I hope that when this Reaches you" **to** I hope that when this reaches you.
 Clinton: "Last Monday night I rode all night and until Noon on Tuesday I do hope the Yankees will cross the river soon for they will keep us here for some time drilling and unless the Abolitionists come over to us we will not get a shot at them" **to** Last Monday night I rode all night and until noon on Tuesday. I do hope the Yankees will cross the river soon, for they will keep us here for some time drilling. Unless the abolitionists come over to us we will not get a shot at them.
2. Clinton: "It has really been impossible for me to write."
 Royster: "So it was a good thing at last."
 Scott: "I will Inform you with Pleasure that I am well at present."
3. Royster: "I sold my horse for 350 dollars."
 Royster: "Yesterday however, Genl' Lee sent an order around that all stealing and plundering should be punished."
 Scott: "Will is Sitting By me writing to David Cone."
4. Multiple letters mentioned raiding the nearby neighborhoods.
5. One soldier wrote about selling a horse and saddle. The secondary source does not mention the bartering that was done among soldiers at camp.
6. Possible answer: I found the letters more interesting because I liked hearing how people actually wrote and spoke then. I also found it interesting to see what they were most concerned with.
7. Possible answer: I felt like I learned more from the secondary source because it was able to fit in a lot more facts.
8. Women pretended to be men to fight; soldiers stole butter and fruit from neighboring farms; soldiers recruited other men to join the army; disease killed twice as many soldiers as battles; little time was spent in battle; people could pay to not go to war; etc.

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