

Unit 3

Civil War – Reconstruction

Name _____

Period _____

U.S. History – Metea Valley High School

Unit 3 Chapters 11, 12 – Civil War & Reconstruction

Anchor Text- Gettysburg Address

Essential Questions to understand

- How did the Civil War change the nation, North and South?
- How did the war affect the economy and politics of the North?
- What challenge does Abraham Lincoln present to the American people in realizing the principles of the founding fathers?
- How does the struggle at Gettysburg shape American society?
- What were the achievements and failures of reconstruction?
- How did the North respond to the passage of black codes in southern states?
- How radical was congressional reconstruction?

Chronology of Significant events

1860 Abraham Lincoln is elected president

1861 Confederate States of America is formed
- Battle of Bull Run

1863 Emancipation Proclamation is issued
-Congress authorizes a draft

-Battle of Gettysburg
-Gettysburg Address

1864 Lincoln is reelected president

1865 Union wins the Civil War
-Lincoln assassinated,
Andrew Johnson becomes president
-Freedmen’s Bureau established
-Black Codes enacted
-13th Amendment abolishes slavery

1866 14th Amendment
-KKK is founded

1868 Impeachment of pres. Johnson

1869 15th Amendment

Key Terms

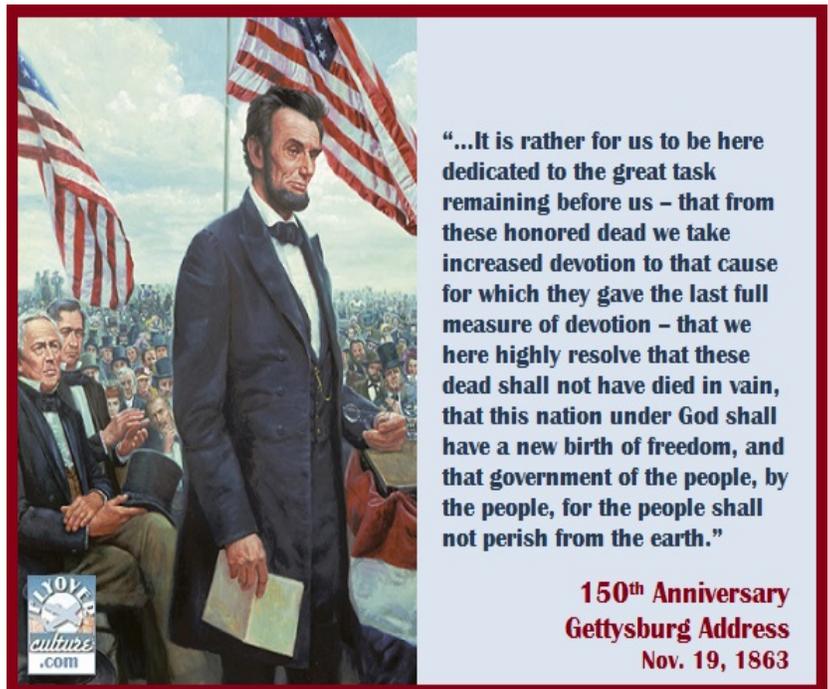
-States rights- rights held by individual states

Sectionalism-loyalty to your state over the nation

Civil War-war between people of the same country

Reconstruction- to rebuild as one nation

Excerpt from the Gettysburg Address



“...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.”

**150th Anniversary
Gettysburg Address
Nov. 19, 1863**

Questions:

1. What famous document in history is the Gettysburg Address similar to in its meaning?
2. What is the “task” that remains according to Lincoln?

Pre-Test

1. What advantages did the North have over the South?
2. What is the significance of the 14th Amendment?

Sectionalism, 1840-1861 (Overview)

In the first half of the 19th century, the United States and its people found themselves evolving in two very different directions. That division generally reflected the geographic regions of the North and the South. As a result of their varied geography, those two regions had developed vastly contrasting economic, social, and cultural features.

Conflict over Expansion

As new territories were added to the United States, concerns over the expansion of slavery into these regions escalated sectional tension. In the U.S. Senate, a balance between free and slave states was maintained. This led to political deadlock over any reform related to slavery. The South blocked efforts to pass any antislavery legislation. The House, given population allocations, gave primacy to Northern interests, therefore, the addition of states could potentially throw off balance in the Senate. As a result, political bargains such as the Missouri Compromise of 1820 allowed for the equal admission of slave and free states as a way to maintain equilibrium in the Senate.

Despite these efforts, any new territorial addition to the United States exacerbated tensions between the North and South. The 1845 annexation of Texas as the 28th state brought a large region into the Union as a slave state. The later inclusion of Oregon Territory in 1848 made slavery illegal in that region. After the 1846-1848 Mexican-American War, the Wilmot Proviso was an effort proposed in Congress to keep slavery out of the newly added territories. It passed in the House but failed in the Senate. This led to the Compromise of 1850 where California was allowed as a free state, but the Utah and New Mexico territories were set aside for slavery. It also included the Fugitive Slave Act of 1850, which was far more punitive than prior legislation. This compromise did little to ease the already tense situation.

Summarize the main idea with supporting details (3)

North

Rocky terrain and a short growing season produced a trade-based economy in the North. Shipping became a key industry in the mid-1800s, while Northern merchants bought and sold raw products from the South and West. In addition, manufacturing blossomed in the North as mass-production methods spread. Improving transportation and communication fostered industry by enabling factories to obtain materials and send their products over greater and greater distances.

Northern political opinions often favored the Whig Party's view of federal supremacy and leadership of the nation's economy. Northern Protestants believed that communities should set moral standards, and they supported government intervention in economic and even social issues. Many wanted, for example, to allow states to outlaw alcohol and enforce Sabbath observation. Northern Protestants also extolled the virtues of hard work and education, both of which supported urban, industrial culture.

Summarize the main idea with supporting details (3)

South

With its warm climate and fertile soil, the South welcomed agriculture. Settlers grew tobacco, rice, sugarcane, and cotton. By the 1800s, the plantation system, dependent on the unpaid labor of enslaved Africans, firmly supported this expanding agricultural economy. Plantations dominated the South, which therefore developed little industry. Most Southern trade involved the export of raw materials—largely to Northern and British textile factories—in exchange for manufactured goods.

Southern political opinions grew out of the region's cultural lifestyle. Based on rural aristocracy, with wealthy planters holding nearly all the influence, the Southern culture favored an easygoing, gracious way of life that rested on tradition. People frowned on overly eager efforts to accumulate wealth and viewed Northern bankers as corrupt. They also opposed the idea that government, or anyone else, should dictate morality or regulate banking and trade. Southerners cherished their history and faced the nation's rapid modernization and industrialization with suspicion.

Cite (3) Cause and Effect relationships.

Political Parties

The political parties of the antebellum era were shaped by the ongoing sectional crisis. The Democratic Party had solidified itself as the party of the "common man," particularly during the presidency of Andrew Jackson in the 1820s. It advocated a limited role for the federal government and was popular in the South. By the 1820s and 1830s, the Democratic Party was firmly entrenched in the political landscape.

The Whig Party had grown out of the resistance to Jackson's policies and supported mostly Northern industrial interests. It also was the home to many abolitionists. However, slavery split the party given the varied interests of Northern and Southern Whigs. The Free Soil Party was a single-issue party that opposed the expansion of slavery into new territories. The Know-Nothing Party was a nativist organization that sought to limit the influence of immigrants in government. By the 1850s, the Republican Party became the nucleus of disaffected former Whigs and Democrats, abolitionists, Free Soilers, and Know-Nothings in the North. They actively opposed the Democratic Party and the expansion of slavery into the western territories. They also shaped the national debate over the peculiar institution in the future of the nation.

What challenges did political parties face in the 1800s?

Slavery: A Constitutional Right?

Preamble

We, the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity do ordain and establish this Constitution for the United States of America.



1. "Liberty" played a key role in the minds of the founding fathers. With regards to slavery, is there anything here that might contradict or supersede liberty?

Article I, Section 2.3: Representatives and direct taxes shall be apportioned among the several states which may be included within this Union, according to their respective numbers, which shall be determined by adding to the whole number of free persons, including those bound to service for a term of years, and excluding Indians not taxed, three-fifths of all other persons.



2. This excerpt typifies the approach politicians took toward solving problems concerning the issue of slavery. **Explain.**

Article I, Section 9.1: The migration or importation of such persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the year one thousand eight hundred and eight, but a tax or duty may be imposed on such importation, not exceeding ten dollars for each person.



3. How could both abolitionists and slave-owners point to this section as one that endorses their respective cause?

Article IV, Section 2.3: No person held to service or labor in one State, under the laws thereof, escaping into another, shall in consequence of any law or regulation therein, be discharged from such service or labor, but shall be delivered up on claim of the party to whom such labor may be due.



4. How does this section protect slave-owners and, they would say, slavery itself?



The Dred Scott Decision: Two Points of View

Negroes are not Citizens: Editorial from the *Charlotte Observer*

We regard the decision of the Judges of the Supreme Court in this case with the highest satisfaction. It meets with our hearty, cordial, unqualified approval. The highest judicial tribunal in the land has decided that the blackamoors, called, by the extreme of public courtesy, the colored population, are not citizens of the United States. This decision must be followed by other decisions and regulations in the individual States themselves. Negro suffrage must, of course, be abolished everywhere. Negro nuisances, in the shape of occupying promiscuous seats in our rail cars and churches with those who are citizens, must be abated. Negro insolence and domineering arrogance must be rebuked; the whole tribe must be taught to fall back into their legitimate position in human society—the position that Divine Providence intended they should occupy. Not being citizens, they can claim none of the rights or privileges belonging to a citizen—they can neither vote, hold office, or occupy any other position in society than an inferior and subordinate one—the only one for which they are fitted, the only one for which they have the natural qualifications which entitle them to enjoy or possess. We trust that the decision of the Supreme Court will have a tendency to cure the unrestrained impudence of our black population. The mischievous fanatics whose nefarious intermeddling with what is none of their business have impressed upon the negroes generally an idea of their paramount consequence and importance in society, and they have grown overbearing and insolent accordingly. Their impertinent and insulting behavior is daily becoming more and more repulsive, odious, and disgusting. It has already reached its culminating point, and must be sternly rebuked into something like decency and propriety on the part of those who live among us on sufferance. They must be taught that there is a point where long forbearance ceases to be a virtue.

The Issue Forced Upon Us: Editorial from the *Albany Evening Journal*

The three hundred and forty-seven thousand five hundred and twenty-five Slaveholders in the Republic, accomplished day before yesterday a great success -- as shallow men estimate success. They converted the Supreme Court of Law and Equity of the United States of America into a propagandist of human Slavery. Fatal day for a judiciary made reputable throughout the world, and reliable to all in this nation, by the learning and the virtues of Jay, Rutledge, Ellsworth, Marshall and Story! The conspiracy is nearly completed. The Legislation of the Republic is in the hands of this handful of Slaveholders. The United States Senate assures it to them. The Executive power of the Government is theirs. [Pres.] Buchanan took the oath of fealty to them on the steps of the Capitol last Wednesday. The body which gives the supreme law of the land, has just acceded to their demands, and dared to declare that under the charter of the Nation, men of African descent are not citizens of the United States and cannot be -- that the Ordinance of 1787 was void - that the Missouri Compromise was void -- that human Slavery is not a local thing, but pursues its victims to free soil, clings to them wherever they go, and returns with them -- that the American Congress has no power to prevent the enslavement of men in the National Territories -- that the inhabitants themselves of the Territories have no power to exclude human bondage from their midst -- and that men of color cannot be suitors for justice in the Courts of the United States!

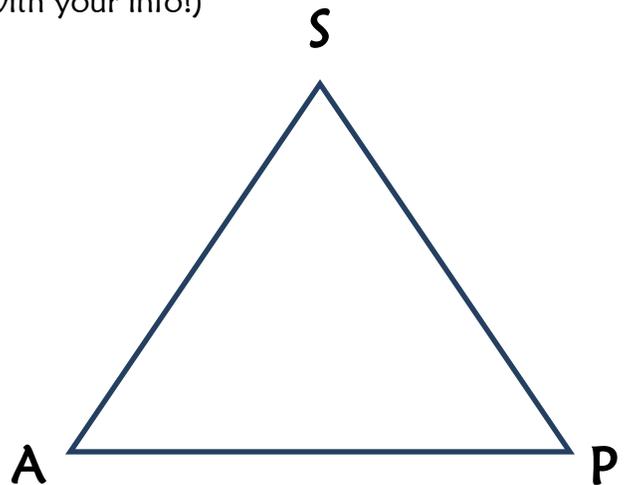
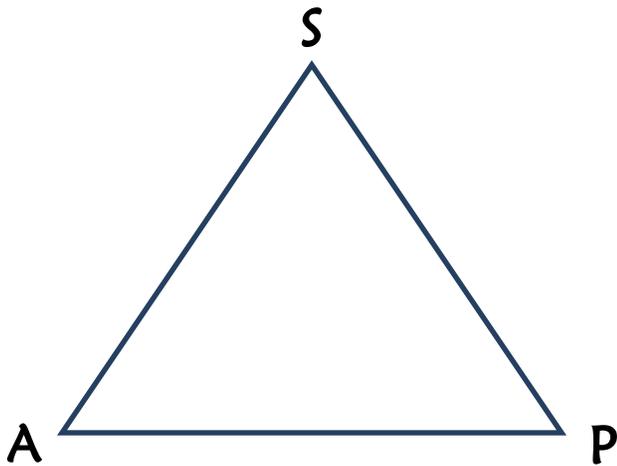
Opposing Viewpoints - The Dred Scott Decision

Before you read/Historical context: Using information in your textbook on pg. 325 & pp. 332-333, answer the following questions.

1. Who was Dred Scott?
2. What did the Supreme Court rule in the *Dred Scott v. Sanford* case of 1857?
3. Make a T-chart below listing the evidence/reasoning proslavery and antislavery groups used to either agree or disagree with the decision.

While you read: Complete the following as you read each source.

1. Source each document: (remember to be specific with your info!)



House Divided Speech By Abraham Lincoln Non-Fiction, 1858

Introduction

Abraham Lincoln delivered his famous speech, “House Divided,” in 1858, when tensions were running high before the start of the Civil War.

Lincoln explained the use of the “house divided” imagery in this way: “I want to use some universally known figure, expressed in simple language as universally known, that it may strike home to the minds of men in order to rouse them to the peril of the times.” This excerpt reproduces the introduction, which contains the best-known passage, and the close of Lincoln’s speech.

Vocabulary

- Whither whith•er \ 'hwi-thər\ adverb
 - to what place or situation (archaic, literary)
 - Whither will my search for a new job take me?
- Policy pol•i•cy \ 'pā-lə-sē\ noun
 - a plan, based on certain circumstances, chosen as a guide for making decisions
 - The organization has a policy of not requiring dues from its members.
- Agitation ag•i•ta•tion \ ,a-jə- 'tā-shən\ noun
 - a dispute or heated public debate
 - Agitation over the mayor’s decision was the top story in the news for weeks.
- Augmented aug•ment•ed \ ɔg 'men-təd\ verb
 - increased
 - The marching band’s music augmented the noise from the parade-watchers.
- Advocates ad•vo•cates \ 'ad-və-kəts\ noun
 - people who support and campaign for an idea or plan of action
 - They became advocates for animal rights and worked to protect pets from abuse.

House Divided Speech, by Abraham Lincoln

Mr. President and Gentlemen of the Convention.

If we could first know where we are, and **whither** we are tending, we could then better judge what to do, and how to do it.

We are now far into the fifth year, since a **policy** was initiated, with the avowed object, and confident promise, of putting an end to slavery agitation.

Under the operation of that **policy**, that **agitation** has not only, not ceased, but has constantly **augmented**.

In my opinion, it will not cease, until a crisis shall have been reached, and passed.

"A house divided against itself cannot stand."

I believe this government cannot endure, permanently half slave and half free.

I do not expect the Union to be dissolved—I do not expect the house to fall—but I do expect it will cease to be divided.

It will become all one thing or all the other.

Either the opponents of slavery, will arrest the further spread of it, and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction; or its **advocates** will push it forward, till it shall become alike lawful in all the States, old as well as new—North as well as South.

...

Our cause, then, must be intrusted to, and conducted by its own undoubted friends—those whose hands are free, whose hearts are in the work—who do care for the result.

Two years ago the Republicans of the nation mustered over thirteen hundred thousand strong.

We did this under the single impulse of resistance to a common danger, with every external circumstance against us.

Of strange, discordant, and even, hostile elements, we gathered from the four winds, and formed and fought the battle through, under the constant hot fire of a disciplined, proud, and pampered enemy.

Did we brave all then to falter now?—now—when that same enemy is wavering, dissevered and belligerent?

The result is not doubtful. We shall not fail—if we stand firm, we shall not fail.

Wise councils may accelerate or mistakes delay it, but, sooner or later the victory is sure to come.

Analysis Questions:

1. To whom is Abraham Lincoln speaking and why is he addressing them? Cite textual evidence to support your answer.
2. According to Lincoln, which issue is dividing or splitting the nation, and why? Cite evidence from the text in your response.
3. What does Lincoln predict will happen to the country if this issue is not rectified? Include evidence from the text to support your response.
4. Use the antonym of “opponents” to determine the meaning of the word advocates as it is used in the House Divided Speech. Explain how you figured out the word’s meaning and write your definition here. List some other synonyms of advocates.
5. Remembering that the Latin suffix -tion means “act” or “process,” use the dictionary definition of the term agitate to determine the meaning of agitation. Write your definition of agitation here.

Answers: Write your response below to the analysis questions.

Lincoln Becomes President

Bell Ringer:

How will the Southern states react to Lincoln being elected President? Why?

Analyze the charts and graphs to answer the questions:

1. List the popular vote and popular vote percentage for each of the following candidates:

Abraham Lincoln (Republican)

Stephen A. Douglas (Northern Democrat)

John C. Breckinridge (Southern Democrat)

John Bell (Constitutional Union Party)

2. List the electoral vote and electoral vote percentage for each of the following candidates:

Abraham Lincoln (Republican)

Stephen A. Douglas (Northern Democrat)

John C. Breckinridge (Southern Democrat)

John Bell (Constitutional Union Party)

3. Why weren't all four candidates on the ballot in every state? Using the data provided, cite evidence to support this information.
4. If the Democratic Party ran only one candidate, would that candidate have won the election? Explain your answer.
5. Explain how the election of 1860 demonstrated the sectional divisions within the United States in 1860.
6. Southerners believed that the results of the election of 1860 demonstrated the political domination of the north. Does the election data support or refute that claim. Explain your answer.

Northern Perspective

-- **Morning Courier and New York Enquirer**

Wednesday, Nov. 7, 1860

The returns before us indicate the election of ABRAHAM LINCOLN President of the United States. The result anticipated has become a gratifying reality. . . . It is enough that the great fact stands out clearly . . . that LINCOLN is elected president, and that the principle of intimidation, so persistently and wickedly brought to bear on this election by Southern extremists and their allies the Northern Democratic panic makers, has signally failed. . . .

All honor to freemen of this Republic; congratulations warm and hearty be theirs, for the great principle of the defense of freedom within the free territories of the United States, to establish which the Republican Party entered upon this canvass, has its complete vindication in signal victory. . . .

Stretching out our hands to the South over this victory, we have no word of taunt to utter for the threats of disunion which were raised for our defeat. Let those threats be buried in oblivion; for through the long vista of this success we see a reign of peace from Slavery agitation, established simply by that circumscribing of Slavery within its local bounds, and that firm defense of the integrity of National Freedom, which this triumph of the Republican party on the 6th of November, 1860, seals now and henceforth.

Southern Perspective

-- **The Semi-Weekly Mississippian Jackson, Miss.**

Friday, Nov. 9, 1860

THE DEED'S DONE -- DISUNION THE REMEDY

The outrages which abolition fanaticism has continued year by year to heap upon the South, have at length culminated in the election of Abraham Lincoln and Hannibal Hamlin, avowed abolitionists, to the presidency and vice presidency -- both bigoted, unscrupulous and cold-blooded enemies of the peace and equality of the slaveholding states, and one of the pair strongly marked with the blood of his negro ancestry. . . . In view of the formal declaration, through the ballot box, of a purpose by the northern states to wield the vast machinery of the federal Government as now constituted, for destroying the liberties of the slaveholding states, it becomes their duty to dissolve their connection with it and establish a separate and independent government of their own.

1. Using the two perspectives of the newspapers from New York and Mississippi, explain using examples how their views differ on the election of Lincoln. What do both newspapers feel should be the solution to the issues going on with the country?

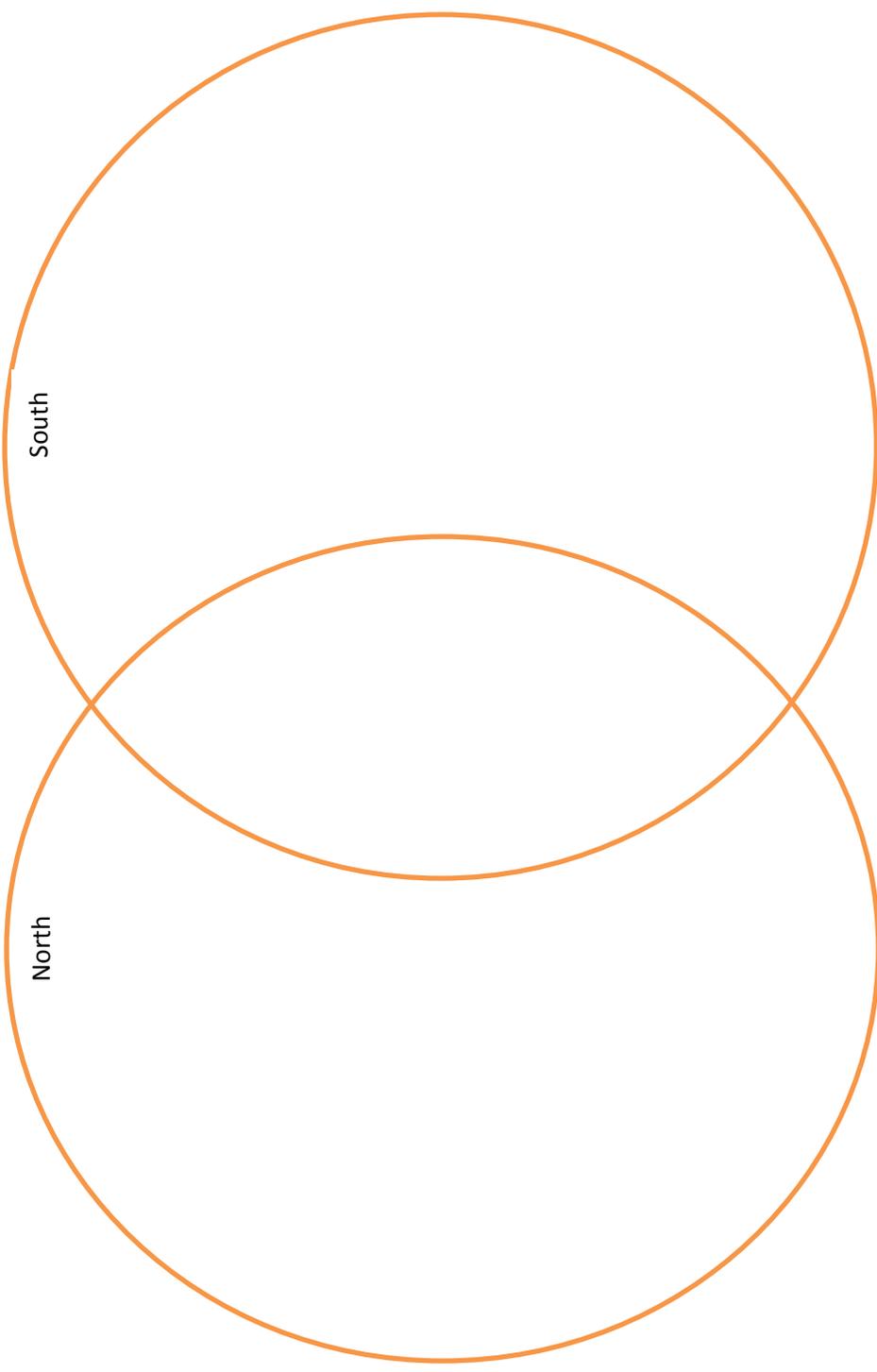
Metea Valley Department of Social Studies: American History

Differences of the North and South leading to Civil War

Name:

Directions: Fill out the Venn Diagram comparing the North Vs. South, using the categories provided. Use chapter 10.4 pages 330-331 and chapter 11.1 pages 338-341

Categories:
1. Causes of the war starting
2. North and South Strategies for the War
3. Strengths of the North and South
4. Weakness of the North and South
5. Resources of the North and South



Summary:

IMPORTANT CIVIL WAR BATTLES NOTES PAGE

BATTLES	Notes
<i>Antietam</i> Year:	
<i>Fredericksburg</i> Year:	
<i>Shiloh</i> Year:	
<i>Chancellorsville</i> Year:	
<i>Gettysburg</i> Year:	
<i>Vicksburg</i> Year:	
<i>Sherman's March to the Sea</i> Year:	
<i>Petersburg</i> Year:	
<i>Surrender at Appomattox</i> Year:	

BATTLES OF THE CIVIL WAR – RESEARCH SHEET

BATTLE: _____ **DATES:** _____

NORTH (Union)	SOUTH (Confederate)
Leaders/Important People	Leaders/Important People
Resources/Advantages	Resources/Advantages
Where and When did this battle take place?	
What Happened and Who won? Must have at least 5 specific details	
Why is this battle significant to the Civil War?	

Emancipation Proclamation

January 1, 1863

Abraham Lincoln

By the President of the United States of America:

A Proclamation.

Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

"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.

"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."

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, (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.

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-defense; 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.

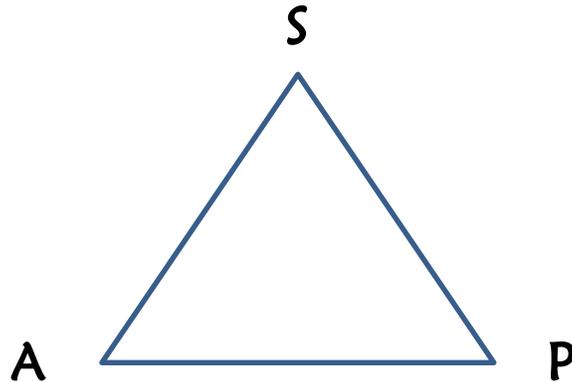
In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and of the Independence of the United States of America the eighty-seventh.

By the President: ABRAHAM LINCOLN
WILLIAM H. SEWARD, Secretary of State

Using Lincoln's Emancipation Proclamation to the right, please complete the following:

1. Complete a cold read of Lincoln's Emancipation Proclamation.
2. After the cold read, complete the rhetorical triangle, giving the Speaker, Audience and Purpose of the Proclamation.



3. After the cold read:
 - a.) circle the words that you do not understand. This list will require you to look up the definitions.
 - b.) re-read the document using your new list of vocabulary terms.
4. In 3-4 sentences summarize/provide a summary for the document. What is Lincoln trying to tell the people?
5. Which of the Enduring Understandings in American Studies does this speech exemplify the most? (Reality of Democracy, The Living Constitution, The American Landscape, American Identity, The Struggle for Equality, America in the World, American Migration and Economics in America) Provide multiple pieces of textual evidence to support your claim.

GETTYSBURG ADDRESS

Abraham Lincoln

1863

***Historical Context:** On November 19, 1863, in a ceremony to commemorate the Battle of Gettysburg fought the previous July, President Abraham Lincoln delivered this brief address to a crowd of 15,000 people as he dedicated a cemetery for the battle's dead. Both at the time and since, Americans have looked to this address as representing the noblest vision of America and the sacrifice that is often called upon to attain that vision.*

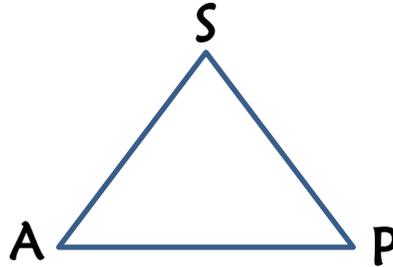
Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

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

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

DOCUMENT TITLE: _____

STEP 1: Source the document



• SPEAKER: _____

- Qualify who this speaker is

• AUDIENCE: _____

- What do you know about this group of people?

• PURPOSE: _____

- Explain how you identified the purpose

STEP 2: COLD READ + MEANING OF WORDS IDENTIFICATION

1. Read the document
2. Record and define the words you are not familiar with here:

STEP 3: In 3-4 sentences summarize/provide a summary for the document. What is Lincoln trying to tell the people?

Analysis Questions:

Please answer the following questions in complete sentences. Use text evidence when asked.

1. Write two or three sentences exploring why Lincoln was giving the Gettysburg address. Cite textual evidence to support your answer.

2. Using textual evidence, describe what Lincoln felt the nation should do to prevent the fallen soldiers from having “died in vain”?

3. Lincoln said that “in a larger sense,” he and the others gathered at Gettysburg “cannot” do something. What was it that they could not do, and why not, according to Lincoln? What did he say they should do instead? Cite textual evidence to support your answer.

4. Use the context of the use of the word **proposition** in the first sentence to determine its definition. Write the definition here and indicate the context clues that helped you arrive at this meaning.

5. Based on the context of the third paragraph, what might be some synonyms for **consecrate**?

Quick Write: *Respond to the prompt in a paragraph explaining your ideas, using details from the text.*

In this speech, Lincoln honors the fallen at Gettysburg. However, after looking closely at his words, what do you think might be Lincoln’s greater objective? In what ways do Lincoln’s choice of words help achieve that objective?

Reading Comprehension Quiz – Gettysburg Address

- When Lincoln delivers this speech, how long has it been since the United States was founded?
 - 27 years
 - 47 years
 - 207 years
 - 87 years
- What does Lincoln say the war is testing?
 - How long such a nation can endure
 - States' rights
 - The strength of the army
 - If the British were right
- Why has Lincoln come to give a speech?
 - To denounce the South
 - To glorify the North
 - To dedicate part of the battlefield
 - To congratulate the soldiers
- What does Lincoln say that is ironic?
 - "The world will little note, no long remember"
 - "We are engaged in a great civil war"
 - "We are met on a great battlefield"
 - Nothing
- Who really consecrated the ground?
 - A priest
 - Those who fought and died there
 - Lincoln
 - The government
- To whom is Lincoln speaking in this address?
 - Those gathered at Gettysburg.
 - Union citizens.
 - Confederate citizens.
 - All of the above.
- As it is used in this passage the word "proposition" means:
 - proposal
 - principle
 - myth
 - map
- Which key event took place before Lincoln's address?
 - Lee's surrender to Grant at Appomattox
 - Reconstruction
 - The Emancipation Proclamation
 - General Sherman's March to the Sea
- Based on the speech and its historical context, what can you infer Lincoln means when he refers to the "unfinished work which they who fought here have thus far so nobly advanced"?
 - The work of crushing the Southern armies
 - The work of freeing the slaves
 - The work of re-uniting the North and South
 - The work of creating a national monument
- Which word most accurately describes the overall tone of Lincoln's address?
 - Somber
 - Political
 - Ironic
 - Fiery

Two Views of Reconstruction: An Open Hand of Forgiveness . . .

Read by candlelight on the White House balcony, this speech was Lincoln's last before his assassination. Given on April 11, 1865, it came on the heels of the news from Appomattox of Lee's surrender. In the speech, Lincoln puts forth his views on Reconstruction.

By these recent successes the re-inauguration of the national authority - reconstruction - which has had a large share of thought from the first, is pressed much more closely upon our attention. It is fraught with great difficulty. Unlike the case of a war between independent nations, there is no authorized organ for us to treat with. No one man has authority to give up the rebellion for any other man. We simply must begin with, and mold from, disorganized and discordant elements. Nor is it a small additional embarrassment that we, the loyal people, differ among ourselves as to the mode, manner, and means of reconstruction.

As a general rule, I abstain from reading the reports of attacks upon myself, wishing not to be provoked by that to which I cannot properly offer an answer. In spite of this precaution, however, it comes to my knowledge that I am much censured for some supposed agency in setting up, and seeking to sustain, the new State Government of Louisiana. In this I have done just so much as, and no more than, the public knows. In the Annual Message of Dec. 1863 and accompanying Proclamation, I presented a plan of re-construction (as the phrase goes) which, I promised, if adopted by any State, should be acceptable to, and sustained by, the Executive government of the nation. I distinctly stated that this was not the only plan which might possibly be acceptable; and I also distinctly protested that the Executive claimed no right to say when, or whether members should be admitted to seats in Congress from such States. This plan was, in advance, submitted to the then Cabinet, and distinctly approved by every member of it... The Message went to Congress, and I received many commendations of the plan, written and verbal; and not a single objection to it, from any professed emancipationist, came to my knowledge, until after the news reached Washington that the people of Louisiana had begun to move in accordance with it....

I have been shown a letter on this subject, supposed to be an able one, in which the writer expresses regret that my mind has not seemed to be definitely fixed on the question whether the seceded States, so called, are in the Union or out of it. It would perhaps, add astonishment to his regret, were he to learn that since I have found professed Union men endeavoring to make that question, I have purposely forbore public expression upon it. As appear to me that question has not been, nor yet is, a practically material one, and that any discussion of it, while it thus remains practically immaterial, could have no effect other than the mischievous one of dividing our friends. As yet, whatever it may hereafter become, that question is bad, as the basis of a controversy, and good for nothing at all - a merely pernicious abstraction.

We all agree that the seceded States, so called, are out of their proper practical relation with the Union; and that the sole object of the government, civil and military, in regard to those States is to again get them into that Proper practical relation. I believe it is not only possible, but in fact easier, to do this, without deciding, or even considering, whether these states have even been out of the Union, than with it. Finding themselves safely at home, it would be utterly immaterial whether they had ever been abroad. Let us all join in doing the acts necessary to restoring the proper practical relations between these states and the Union; and each forever after, innocently indulge his own opinion whether, in doing the acts, he brought the States from without, into the Union, or only gave them proper assistance, they never having been out of it....

And yet so great peculiarities pertain to each state; and such important and sudden changes occur in the same state; and, withal, so new and unprecedented is the whole case, that no exclusive, and inflexible plan can safely be prescribed as to details and collaterals. Such exclusive, and inflexible plan, would surely become a new entanglement. Important principles may, and must, be inflexible.

Two Views of Reconstruction: . . . or a Clenched Fist of Revenge?

One of the leading opponents to Lincoln's views on Reconstruction was a Republican congressman from Pennsylvania named Thaddeus Stevens. Continually battling with Pres. Johnson, Stevens saw a very different purpose and scope to Reconstruction. Below is an excerpt from a speech given in December of 1865.

The President assumes, what no one doubts, that the late rebel States have lost their constitutional relations to the Union, and are incapable of representation in Congress, except by permission of the Government. It matters but little, with this admission, whether you call them States out of the Union, and now conquered territories, or assert that because the Constitution forbids them to do what they did do, that they are therefore only dead as to all national and political action, and will remain so until the Government shall breathe into them the breath of life anew and permit them to occupy their former position. In other words, that they are not out of the Union, but are only dead carcasses lying within the Union. In either case, it is very plain that it requires the action of Congress to enable them to form a State government and send representatives to Congress. Nobody, I believe, pretends that with their old constitutions and frames of government they can be permitted to claim their old rights under the Constitution. They have torn their constitutional States into atoms, and built on their foundations fabrics of totally different character. Dead men cannot raise themselves. Dead States cannot restore their existence "as it was." Whose especial duty is it to do it? In whom does the Constitution place the power? Not in the judicial branch of Government, for it only adjudicates and does not prescribe laws. Not in the Executive, for he only executes and cannot make laws. Not in the Commander-in-Chief of the armies, for he can only hold them under military rule until the sovereign legislative power of the conqueror shall give them law. Unless the law Of nations is a dead letter, the late war between two acknowledged belligerents severed their original compacts and broke all the ties that bound them together. The future condition of the conquered depends on the will of the conqueror. They must come in as new states or remain as conquered provinces. Congress ... is the only power that can act in the matter.

Congress alone can do it.... Congress must create States and declare when they are entitled to be represented. Then each House must judge whether the members presenting themselves from a recognized State possess the requisite qualifications of age, residence, and citizenship; It is obvious from all this that the first duty of Congress is to pass a law declaring the condition of these outside or defunct States, and providing proper civil governments for them. Since the conquest they have been governed by martial law. Military rule is necessarily despotic, and ought not to exist longer than is absolutely necessary. As there are no symptoms that the people of these provinces will be prepared to participate in constitutional government for some years, I know of no arrangement so proper for them as territorial governments. There they can learn the principles of freedom and eat the fruit of foul rebellion. Under such governments, while electing members to the territorial Legislatures, they will necessarily mingle with those to whom Congress shall extend the right of suffrage. In Territories Congress fixes the qualifications of electors; and I know of no better place nor better occasion for the conquered rebels and the conqueror to practice justice to all men, and accustom themselves to make and obey equal laws....

They ought never to be recognized as capable of acting in the Union, or of being counted as valid States, until the Constitution shall have been so amended as to make it what its framers intended; and so as to secure perpetual ascendancy to the party of the Union; and so as to render our republican Government firm and stable forever. The first of those amendments is to change the basis of representation among the States from Federal numbers to actual voters. . . . With the basis unchanged the 83 Southern members, with the Democrats that will in the best times be elected from the North, will always give a majority in Congress and in the Electoral college....I need not depict the ruin that would follow. . . .

But this is not all that we ought to do before inveterate rebels are invited to participate in our legislation. We have turned, or are about to turn, loose four million slaves without a hut to shelter them or a cent in their pockets. The infernal laws of slavery have prevented them from acquiring an education, understanding the common laws of contract, or of managing the ordinary business of life. This Congress is bound to Provide for them until they can take care of themselves. If we do not furnish them with homesteads, and hedge them around with protective laws; if we leave them to the legislation of their late masters, we had better have left them in bondage... If we fail in this great duty now, when we have the power, we shall deserve and receive the execration of history and of all future ages.

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Second Inaugural Address

By Abraham Lincoln

Fellow-Countrymen:

At this second appearing to take the oath of the Presidential office there is less occasion for an extended address than there was at the first. Then a statement somewhat in detail of a course to be pursued seemed fitting and proper. Now, at the expiration of four years, during which public declarations have been constantly called forth on every point and phase of the great contest which still absorbs the attention and engrosses the energies of the nation, little that is new could be presented. The progress of our arms, upon which all else chiefly depends, is as well known to the public as to myself, and it is, I trust, reasonably satisfactory and encouraging to all. With high hope for the future, no prediction in regard to it is ventured.

On the occasion corresponding to this four years ago all thoughts were anxiously directed to an impending civil war. All dreaded it, all sought to avert it. While the inaugural address was being delivered from this place, devoted altogether to saving the Union without war, insurgent agents were in the city seeking to destroy it without war—seeking to dissolve the Union and divide effects by negotiation. Both parties deprecated war, but one of them would make war rather than let the nation survive, and the other would accept war rather than let it perish, and the war came.

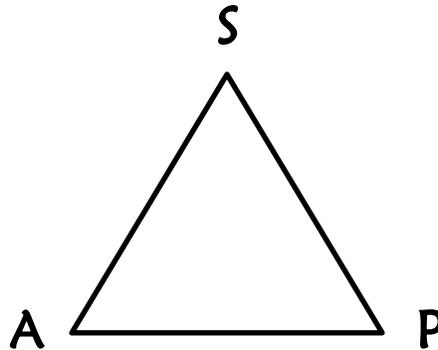
One-eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was somehow the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union even by war, while the Government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war the magnitude or the duration which it has already attained. Neither anticipated that the cause of the conflict might cease with or even before the conflict itself should cease. Each looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible and pray to the same God, and each invokes His aid against the other. It may seem strange that any men should dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces, but let us judge not, that we be not judged. The prayers of both could not be answered. That of neither has been answered fully. The Almighty has His own purposes. "Woe unto the world because of offenses; for it must needs be that offenses come, but woe to that man by whom the offense cometh." If we shall suppose that American slavery is one of those offenses which, in the providence of God, must needs come, but which, having continued through His appointed time, He now wills to remove, and that He gives to both North and South this terrible war as the woe due to those by whom the offense came, shall we discern therein any departure from those divine attributes which the believers in a living God always ascribe to Him? Fondly do we hope, fervently do we pray, that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue until all the wealth piled by the bondsman's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said "the judgments of the Lord are true and righteous altogether."

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.

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STEP 1: Source the Document

_____ + _____
(Document Title) (Date)



- **SPEAKER:** _____
 - Qualify who this speaker is

- **AUDIENCE:** _____
What do you know about this group of people?

- **PURPOSE:** _____
 - Explain how you identified the purpose

STEP 2: Using the document Complete a cold read & Identify any KEY VOCABULARY words

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STEP 3: Answer the following questions in complete sentences. Use text evidence to support your statement

1. What do you think was Lincoln's main purpose in this inaugural address? Cite evidence from the text to support your response.
2. In the third paragraph, the word "interest" appears three times. What does "interest" refer to? Cite evidence from the text to support your response.
3. Lincoln mentions God and the Almighty a great deal toward the end of his speech. Does he believe that God is on the side of the North, the South, both, or neither? Cite evidence from the text to support your response.
4. The word "perpetual" is an adjective that means continuing for a very long time. Locate the word **perpetuate** in the third paragraph. Explain how you can determine its part of speech and describe what you think "perpetuate" means. Then explain whether your inferred meaning makes sense in the context of the sentence.
5. You might recall that the Latin word "magna" means "great or large." How does this knowledge help you arrive at a preliminary definition of the word **magnitude**? What other words can you think of that share the same root "magna"? How are the words related? Then explain if your predicted meaning makes sense in the context of the sentence

13th, 14th, and 15th Amendments

Amendment 13: Slavery Abolished 1865

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction. Congress shall have power to enforce this article by appropriate legislation.

In my own words:

Impact or Legacy of the Amendment:

Amendment 14: Civil Rights 1868

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law.

In my own words:

Impact or Legacy of the Amendment:

Amendment 15: Right to Vote 1870

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

In my own words:

Impact or Legacy of the Amendment: