SUCCESS ACADEMY EDUCATION INSTITUTE

"A New Birth of Freedom": The Civil War

1848–1865

Year 2
History Unit 1
Sourcebook

Lesson 1:
The Significance of the Civil War

Civil War soldiers. (National Park Services, NPS.gov).

Why was the Civil War significant in American history?

The Civil War

The following text was adapted from historian Eric Foner's essay "The Civil War and Reconstruction" published by the Gilder Lehrman Institute of American History.

In 1877, soon after retiring as president of the United States, Ulysses S. Grant embarked with his wife on a two-year tour of the world. At almost every location, he was greeted as a hero and the savior of democracy, not just for America, but for the world.

The world recognized the Civil War as an event of international significance. The war changed the nature of warfare, gave rise to today's American nation-state, and destroyed a slave society unprecedented in the modern world.

Because of the physical destruction it brought to the South, the economic changes it produced throughout the nation, and the new ideas it introduced, the Civil War altered the lives of several generations of Americans. The war produced a loss of life unheard of in previous wars. The 620,000 combatants who died nearly outnumbered those who died in all other American wars combined. For those who lived through it, the Civil War would always remain the defining experience of their lives.

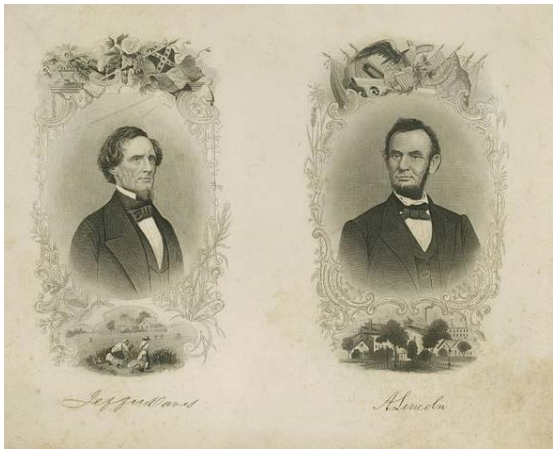
The Civil War is sometimes called the first modern war. It was the first war to feel the full impact of the Industrial Revolution on the battlefield. Railroads transported troops and supplies, and the telegraph made possible instantaneous communication between generals and between the battlefield and homefront. The war took place soon after innovations in arms manufacture had replaced the traditional inaccurate musket with the more modern and deadly rifle and bullet.

The rifle produced the appalling casualties of Civil War battles. At Gettysburg, there were nearly 50,000 dead, wounded, and missing. Total wartime casualties numbered well over one million, in an American population of around thirty-two million.

It is easy to forget how decentralized the United States was in 1861, and how limited the powers of the federal government were. There was no national banking system, no national railroad, no national tax system, not even reliable maps of the areas where the war would take place. The army in 1861 numbered 14,000 men, the federal budget was minuscule, and nearly all functions of government were handled at the state and local level. The Civil War created the modern national state in America.

It also altered the federal government's relationship to the American economy. To mobilize the North's economic resources, the Lincoln administration instituted the first national banking system and national currency, the first national taxes on income, and the first highly protective tariffs. Lincoln also laid the foundation for the first transcontinental railroad. The transfer of political power in Washington from Southern planters to allies of Northern industrialists and merchants created the political conditions under which the United States emerged by century's end as the greatest economic power on earth.

Central to the war's meaning was the abolition of slavery. Lincoln insisted that the nation embodied a universal set of ideas, centered on political democracy and human liberty. These principles, of course, had been first expressed by the Founding Fathers, but only with the destruction of slavery could the United States seriously claim to represent to the world the idea of human liberty. Slavery lay at the root of the political crisis that produced the Civil War, and the war over time became a struggle for emancipation. Union victory eliminated slavery from American life. Yet the war left it to future generations to confront the numerous legacies of slavery and to embark on the unfinished quest for racial justice.



Confederate President Jefferson Davis and U.S. President Abraham Lincoln (Cornell University Library @ Flickr Commons)

Before the Civil War, the definition of those entitled to enjoy the "blessings of liberty" protected by the Constitution was increasingly defined by race. From the war emerged the principle of a national citizenship whose members enjoyed the equal protection of the laws. That principle, which we know today as "civil rights," originated in the Civil War.

Overall, the era of the Civil War raised questions that remain central to our understanding of ourselves as a nation. What should be the balance of power between local authority and the national government? Who is entitled to American citizenship? What are the meanings of freedom and equality in the United States? These questions remain subjects of controversy today. In that sense, the Civil War is not yet over.

Foner, Eric, The Civil War and Reconstruction. (The Gilder Lehrman Institute of American History)

Document A
Civil War Casualties

Nearly 620,000 soldiers died during the Civil War—almost 2 percent of the nation's population at the time. Today, that would be the equivalent of six million Americans dying in war.

Data retrieved from "The Cost of War: Killed, Wounded, Captured, and Missing." American Battlefield Trust.

Document B
Emancipation

The Emancipation Proclamation turned the Civil War into a war to end slavery. By the end of the war in 1865, Congress ratified the 13th Amendment, permanently ending slavery in the United States. Although slavery ended, the Civil War raised new questions about the meaning of racial equality that the United States continues to grapple with today.

This engraving, The Emancipation Proclamation*, was illustrated by Thomas Nast and appeared in* Harper's Weekly*, January 24, 1863, just following Lincoln's Emancipation Proclamation. ("'Emancipation,' Thomas Nast lithograph, circa 1865, zoomable image," House Divided: The Civil War Research Engine at Dickinson College, hd.housedivided.edu)*

Document C
Pro-Con: Confederate Symbols

Read "Pro/Con: Should Cities Be Allowed to Take Down Confederate Monuments?" on the Newsela website.

Lesson 2:
Manifest Destiny and the Mexican-American War

The Battle of Churubusco—Fought Near the City of Mexico 20th of August 1847, *by John Cameron, 1847 (Library of Congress)*

Why did the United States declare war on Mexico?

Homework
The Mexican-American War

Read "Expansion and Imperialism" by historian Thomas Hietala on the PBS website and "Mexican-American War" on the History Channel website.

Map of the Mexican-American War, 1846–1848 (Kaidor, Wikimedia. Published under the CC BY-SA 3.0 license)

John Melish: Map of the United States

The map below was made by John Melish in 1816. He included the following text with his map.

To present a picture of it was desirable in every point of view. The map so constructed, shows at a glance the whole extent of the United States territory from sea to sea; and in tracing the probable expansion of the human race from east to west, the mind finds an agreeable resting place on its western limits. The view is complete, and leaves nothing to be wished for. It also adds to the beauty and **symmetry** [*balance*] of the map; which will, it is confidently believed, be found one of the most useful and **ornamental** [*decorative*] works ever **executed** [*created*] in this country.

Melish, John. Map of the United States of America: With the Contiguous British and Spanish Possessions, 1816 (Library of Congress)

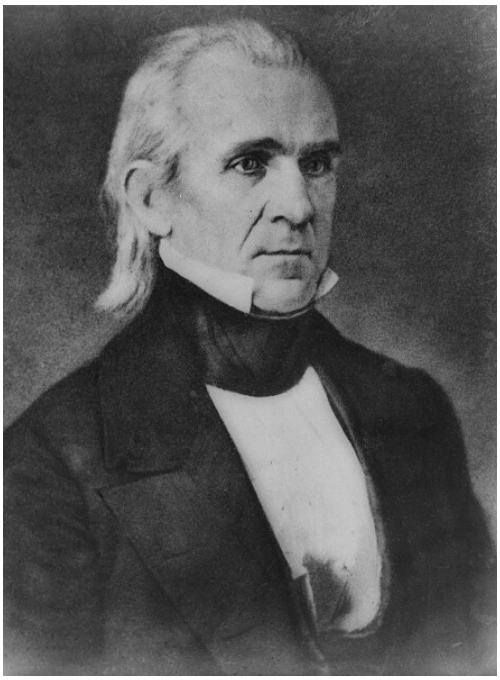
Document A
President Polk: In Favor of the Mexican-American War

On May 11, 1846, President James K. Polk delivered "A Special Message Calling for a Declaration of War against Mexico" to Congress.

I had ordered an efficient military force to take a position "between the Nueces and Del Norte." This had become necessary to meet a threatened invasion of Texas by the Mexican forces . . . . The invasion was threatened only because Texas had determined to annex herself to our Union, and, under these circumstances, it was plainly our duty to extend our protection over her citizens and soil.

On the 24th of April, a party of 63 men and officers were dispatched from the American camp up the Rio del Norte, on its North bank, to determine whether Mexican troops had crossed or were preparing to cross the river. They were engaged with a large body of these [Mexican] troops, and, after a short affair, in which some sixteen Americans were killed and wounded, appear to have been surrounded and compelled to surrender.

But now, after repeated menaces, Mexico has passed the boundary of the United States, has invaded our territory, and shed American blood upon the American soil. She has proclaimed that hostilities have commenced, and that the two nations are now at war.



President Polk (Library of Congress)

As war exists, and, despite all our efforts to avoid it, exists because of the act of Mexico herself, we are called upon, by every consideration of duty and patriotism, to **vindicate** [*defend*], with decision, the honor, the rights, and the interests of our country.

NOTE: Results of the War Vote on May 13, 1846:

US Senate: 40 Yes, 2 No
House of Representatives: 174 Yes, 14 No

President James K. Polk, To the Congress of the United States: A Special Message Calling for a Declaration of War against Mexico, 1846. Courtesy of The Gilder Lehrman Institute of American History.

Document B
Joshua Giddings: Against the Mexican-American War

On May 13, 1846, Congressman Joshua Giddings gave the following speech on the Mexican-American War in the House of Representatives.

The President intended to involve us in war with Mexico. No **sophistry** [*misleading argument*] can disguise that fact. That truth will stand on the page of history in all coming time, to the disgrace of this nation and of the age in which we live . . . .

Sir [addressing President Polk], no man regards this war as *just*. We know, the country knows, and the civilized world are conscious, that this war came from a desire to extend and sustain an institution [slavery] which God detests. Mexico has long since abolished slavery. She has purified herself from its crimes and its guilt. That institution is now stopped on the southwest by Mexico, where the slaves of Texas find safety . . . . It has therefore become necessary to extend our control into Mexico to protect slavery in Texas.

This war is waged against an unoffending people, without just or adequate cause, for the purposes of conquest; with the **design** [*purpose*] to extend slavery; in violation of the Constitution, against the orders of justice, of humanity, the sentiments of the age in which we live, and the **precepts** [*teachings*] of the religion we follow. I will lend it no aid, no support whatever. I will not bathe my hands in the blood of the people of Mexico . . . .

Congressman Joshua Giddings, Debate on the Mexican War, House of Representatives, 1846.
Courtesy of The Gilder Lehrman Institute of American History.

Document C
Jesus Velasco-Marquez: "A Mexican Viewpoint on the War with the United States"

Read "A Mexican Viewpoint on the War with the United States" by historian Jesus Velasco-Marquez on the PBS website.

Lesson 3:
The Compromise of 1850

The United States Senate A.D. 1850*, by Peter F. Rothermel, 1855 (Library of Congress)*

Why did Congress pass the Compromise of 1850?

Homework
"North and South"

Read "North and South" on the American Battlefield Trust website.

Document A
The Compromise of 1850

The Compromise of 1850 was drafted by Senator Henry Clay on January 29, 1850 and adopted by Congress on September 20, 1850.

For the peace, **concord** [*agreement*], and harmony of the Union of these States, to settle all existing questions of controversy between them arising out of the institution of slavery upon a fair, equal and just basis: therefore,

1. Resolved, That California must be admitted as one of the States of this Union, without the **imposition** [*forcing*] by Congress to the exclude or introduce slavery within its boundaries . . . .

2. Resolved, That as slavery does not exist by law, Congress will not provide by law either for its introduction into, or exclusion from, any part of the [Mexican cession] territory; and that appropriate territorial governments ought to be established by Congress in all of the said territory, without the adoption of any restriction or condition on the subject of slavery.

. . .

5. Resolved, That it is **inexpedient** [*unwise*]to abolish slavery in the District of Columbia while that institution continues to exist in the State of Maryland, without the consent of that State, without the consent of the people of the District, and without just compensation to the owners of slaves within the District.

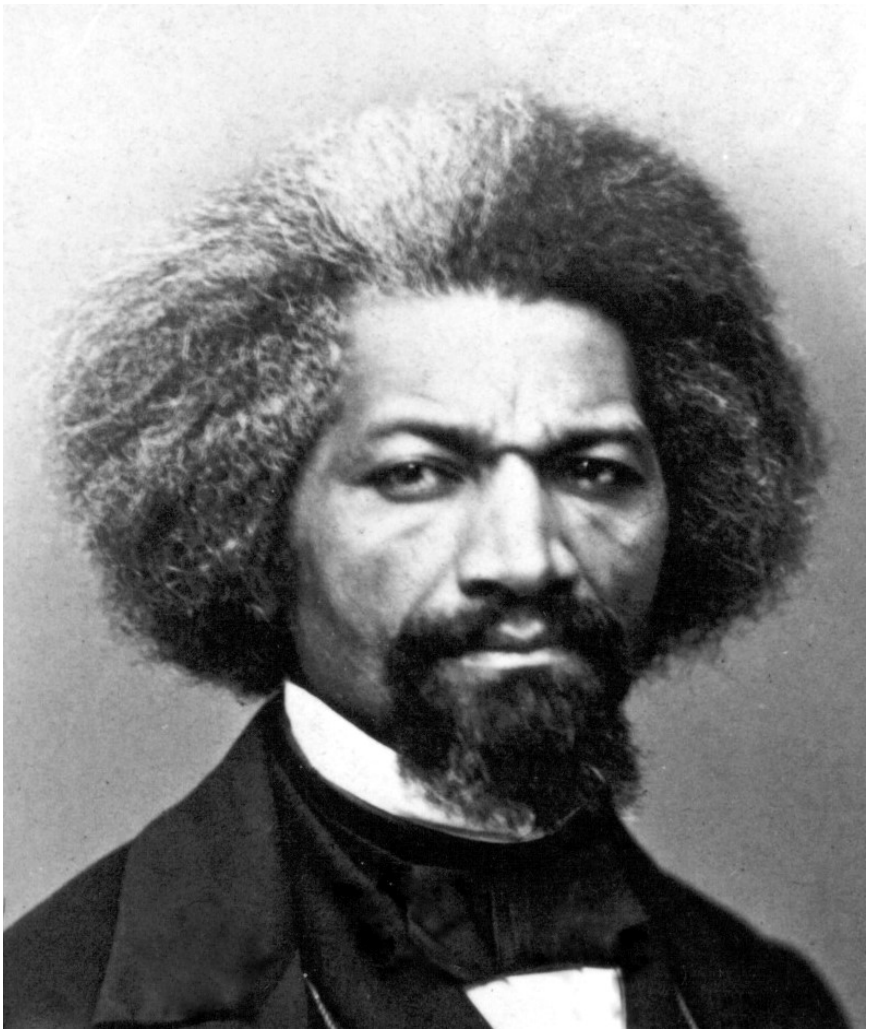
6. But, resolved, That it is **expedient** [*wise*] to prohibit, within the District, the slave trade in slaves brought into it from States or places beyond the limits of the District . . . .

7. Resolved, That more effective provision must be made by law, according to the requirement of the constitution, for the return and delivery of persons bound to service or labor in any State, who may escape into any other State or Territory in the Union. And,

8. Resolved, That Congress has no power to promote or obstruct the trade in slaves between the slaveholding States.

Clay, Henry. The Compromise of 1850. January 29, 1850. Courtesy of Our Documents.

Lesson 4:
Abolition in the 1850s



Abolitionist Frederick Douglass, 1860s (Wikimiedia)

How did abolitionists influence national opinions about slavery?

Homework
The Fugitive Slave Acts

Read "The Fugitive Slave Acts" on the History Channel website.

Group 1: Frederick Douglass
Document A
Frederick Douglass

The following biography of Frederick Douglass was written by historian Steven Mintz in his essay "Frederick Douglass: From Slavery to Freedom."

Frederick Douglass was one of the first fugitive slaves to speak out publicly against slavery. Douglass had personally experienced many of slavery's worst horrors. Born in 1818, the son of an enslaved Maryland woman and an unknown white father, he was separated from his mother almost immediately after his birth. At the age of six, he was taken from his maternal grandmother to work on a large plantation in Maryland.

Douglass was temporarily rescued from a life of plantation labor when he was sent to the city of Baltimore to work. There, his mistress taught him to read until her husband declared that "learning would spoil" him. Douglass continued his education on his own. He studied the *Columbian Orator*, a collection of speeches that included an attack on slavery. This book inspired him to become an **orator** [*public speaker*].

At 15, following his master's death, Douglass was returned to plantation life. He refused to call his new owner "Master." To crush Douglass's rebellious spirit, he was sent to a notorious "slave breaker" named Edward Covey. For seven months, Douglass endured abuse and beatings. But one hot August morning he could take no more. He fought back and defeated Covey in a fist fight. Covey never mistreated Douglass again.

In 1836, Douglass and two close friends plotted to escape slavery. When the plan was uncovered, Douglass was thrown into jail. In 1838, Douglass decided to run away from slavery again. With papers borrowed from a free black sailor, he boarded a train to the North. To conceal his identity, he adopted the last name Douglass.

He settled in New Bedford, Massachusetts, where he began to participate in anti-slavery meetings. As a traveling lecturer, Douglass electrified audiences with his first-hand accounts of slavery. When many northerners refused to believe that this **eloquent** [*well-spoken*] orator could have been a slave, he responded by writing an autobiography that named his previous owners. Fearful that his autobiography made him vulnerable to a return to slavery, Douglass fled to England. After British abolitionists purchased his freedom in 1846, he returned to the United States.

Douglass started his own newspaper, *The North Star*, and supported political action against slavery. He not only lectured tirelessly against slavery, he also raised funds to help fugitive slaves reach safety in Canada. Douglass never hesitated in his commitment to equal rights. For the rest of his life, he struggled to convince Congress to use federal power to protect the freedmen's rights. He died in 1895, at the age of 77.

Mintz, Steven, Frederick Douglass: From Slavery to Freedom. (The Gilder Lehrman Institute of American History)

Document B
Frederick Douglass: "What To The Slave Is The 4th of July?"

Frederick Douglass delivered this speech on July 5, 1852, in Rochester, New York, to a white audience. Watch James Earl Jones read this speech on the Democracy Now! website.

Fellow-citizens, pardon me, allow me to ask, why am I called upon to speak here today? What have I, or those I represent, to do with your national independence? Are the great principles of political freedom and of natural justice, embodied in that Declaration of Independence, extended to us? And am I, therefore, called upon to bring our humble offering to the national altar, and to confess the benefits and express **devout** [*religious*] gratitude for the blessings resulting from your independence to us?

I am not included within the pale of this glorious anniversary! Your high independence only reveals the **immeasurable** [*huge*] distance between us. The blessings in which you this day rejoice are not enjoyed in common. The rich inheritance of justice, liberty, prosperity, and independence **bequeathed** [*passed down*] by your fathers is shared by you, not by me. The sunlight that brought life and healing to you has brought stripes and death to me. This Fourth of July is yours, not mine. You may rejoice, I must mourn. To drag a man in **fetters** [*chains*] into the grand illuminated temple of liberty, and call upon him to join you in joyous anthems, were inhuman mockery and **sacrilegious** [*sinful*] irony. Do you mean, citizens, to mock me, by asking me to speak today?

What, to the American slave, is your Fourth of July? I answer: a day that reveals to him, more than all other days of the year, the gross injustice and cruelty to which he is a constant victim. To him, your celebration is a sham; your boasted liberty, an unholy license; your national greatness, swelling **vanity** [*pride*]; your sounds of rejoicing are empty and heartless; your **denunciation** [*criticism*] of tyrants, brass fronted **impudence** [*rudeness*]; your shouts of liberty and equality, hollow mockery; your prayers and hymns, your sermons and thanksgivings, with all your religious parade and **solemnity** [*seriousness*], are, to Him, mere **bombast** [*big words lacking meaning*], fraud, deception, **impiety** [*sin*], and hypocrisy, a thin veil to cover up crimes that would disgrace a nation of savages. There is not a nation of the earth guilty of practices more shocking and bloody than are the people of these United States at this very hour.

At a time like this, **scorching** [*harsh*] irony, not convincing argument, is needed. O! had I the ability, and could reach the nation's ear, I would, today, pour forth a stream, a fiery stream of **biting** [*harsh*] ridicule, blasting **reproach** [*disapproval*], withering sarcasm, and stern **rebuke** [*criticism*]. For it is not light that is needed, but fire; it is not the gentle shower, but thunder. We need the storm, the whirlwind, the earthquake. The feeling of the nation must be quickened; the conscience of the nation must be **roused** [*awoken*]; the **propriety** [*respectability*] of the nation must be startled; the hypocrisy of the nation must be exposed; and the crimes against God and man must be proclaimed and denounced.

Douglass, Frederick. What to the Slave is the Fourth of July? Courtesy of DemocracyNow.org

Group 2: Harriet Beecher Stowe
Document A
Harriet Beecher Stowe

Read "Harriet Beecher Stowe" on the History Channel website.

Document B
***Uncle Tom's Cabin:* "The Mother's Struggle"**

The novel Uncle Tom's Cabin *told the story of a group of enslaved Africans who are sold to Simon Legree, a cruel master in the South. One of those to be sold was Harry, the young son of the enslaved woman Eliza. When Eliza learned about the sale of her son, she took him and escaped to save his life. Stowe, whose son had died of cholera when he was 18 months old, understood the fear of losing a child, and she wanted women across the country to understand Eliza's fear of losing Harry.*

The following excerpt is from Chapter 7, "The Mother's Struggle."

It is impossible to conceive of a human creature more wholly **desolate and forlorn** [*sad and hopeless*] than Eliza, when she turned her footsteps from Uncle Tom's cabin.

But stronger than all was maternal love, [enraged and made stronger] by the near approach of a fearful danger. Her boy was old enough to have walked by her side, but now the bare thought of putting him out of her arms made her shudder . . . .

She wondered within herself at the strength that seemed to be come upon her; for she felt the weight of her boy as if it had been a feather, and every flutter of fear seemed to increase the power that bore her on, while from her pale lips burst forth the prayer to God above—"Lord, help! Lord, save me!"

If it were *your* Harry, mother, or your Willie, that were going to be torn from you by a brutal trader, tomorrow morning,—if you had seen the man, and heard that the papers were signed and delivered, and you had only from twelve o'clock till morning to make good your escape,—how fast could *you* walk? How many miles could you make in those few brief hours, with the darling at your chest,—the little sleepy head on your shoulder,—the small, soft arms trustingly holding on to your neck . . . ?

How the touch of those warm arms, the gentle breathings that came in her neck, seemed to add fire and spirit to her movements! It seemed to her as if strength poured into her in electric streams, from every gentle touch and movement of the sleeping, confiding child. **Sublime** [*glorious*] is the **dominion** [*control*] of the mind over the body, that, for a time, can make flesh and nerve **impregnable** [*unable to be hurt or beaten*] so that the weak become so mighty.

Stowe, Harriet, Beecher. Uncle Tom's Cabin. Cassell, 1852

Group 3: Harriet Tubman
Document A
Harriet Tubman

Read "Harriet Tubman" on the History Channel website.

Document B
Harriet Tubman: Civil War Raid

Tubman herself wrote little of her experiences with the Underground Railroad. Her friend Sarah Bradford wrote a biography of Tubman in 1886, detailing her experiences from slavery through the Civil War. Here is an excerpt from the biography Harriet: The Moses of Her People.

[Abolitionists] gave her money, which she never spent for her own use, but used instead for the help of her people, and especially for her journeys back to the "land of Egypt," as she called her old home [the South]. By reason of her frequent visits there, always carrying away some of the oppressed, she got among her people the name of "Moses," which it seems she still retains.

Between 1852 and 1857, she made but two of these journeys, because of the increased vigilance of the slave-holders, who had suffered so much by the loss of their property. A great reward was offered for her capture, and she several times was on the point of being taken, but always escaped by her quick wit. She is the most **shrewd** [*clever*] and practical person in the world . . . . She declares that before her escape from slavery, she used to dream of flying over fields and towns, and rivers and mountains, looking down upon them "like a bird," and reaching at last a great fence, or sometimes a river, over which she would try to fly, "but it appeared like I wouldn't have the strength, and just as I was sinking down, there would be ladies all dressed in white over there, and they would put out their arms and pull me across." There is nothing strange in this, perhaps, but she declares that when she came North she remembered these very places as those she had seen in her dreams, and many of the ladies who befriended her were those she had been helped by in her vision.

Bradford, Sarah. Harriet: The Moses of her People. Geo. R. Lockwood & Son, 1886. Courtesy of the University of North Carolina at Chapel Hill

Group 4: John Brown
Document A
Steven Mintz: "John Brown: Villain or Hero?"

The essay "John Brown: Villain or Hero?" was written by historian Steven Mintz and published by the Gilder Lehrman Institute of American History.

Born in Connecticut in 1800 to a religious family, Brown grew up in northeastern Ohio's anti-slavery Western Reserve. He had little formal education, and his personal life was filled with misfortune. He lost his mother when he was eight, and his first wife died in childbirth. Of his 20 offspring, only 11 survived childhood. His business life was marked by failure. It was not until 1855, when he was in his mid-fifties, that Brown became a central figure in the anti-slavery cause.

Brown hated slavery from an early age, and by his twenties had helped at least one fugitive along the Underground Railroad. During the 1830s, he considered various ways of helping African Americans, including establishing a school.

It was not until the mid-1850s that Brown committed himself to overthrowing slavery by force. What were the factors that transformed Brown, already in his fifties, into a [violent fighter] for abolition? In the early 1840s, Brown was declared bankrupt, evicted from his farm, and lost four children to dysentery in a single month. Later in the 1840s and the early 1850s, his troubles continued, with the death of another child. Meanwhile, the political crisis over slavery intensified as a result of the Mexican American War, the Fugitive Slave Law, and the Kansas-Nebraska Act. Brown joined several of his sons in Kansas and dedicated [his life] to slavery's overthrow.

In 1856, John Brown, with four of his sons and three others, dragged five unarmed men and boys from their homes along Kansas's Pottawatomie Creek and hacked their bodies during a conflict over slavery. Two years later, Brown led a raid into Missouri, where he and his followers killed a planter and freed 11 enslaved African Americans. In 1859, he and his sons led a raid of an **arsenal** [*where weapons are stored*] in Harpers Ferry, VA and armed the slaves, hoping to lead an uprising. The revolt killed 17 people.

Upon his execution on December 2, 1859, Brown spoke the following words: "I, John Brown, am now quite certain that the crimes of this guilty land can never be purged away but with blood. I had as I now think, vainly flattered myself that without very much bloodshed, it might be done."

"Abolition": History Now 5 (Fall 2005)

Document B
John Brown's Last Speech

After he was caught and convicted of treason, John Brown delivered one final speech on November 2, 1859. Watch the reenactment of his speech on the History Channel website.

In the first place, I deny everything but what I have all along admitted—the **design** [*intent*] on my part to free the slaves. That was all I intended. I never did intend murder, or treason, or the destruction of property, or to excite or incite slaves to rebellion, or to make **insurrection** [*rebellion*]. I have another objection: had I so interfered in behalf of the rich, the powerful, the intelligent, the so-called great, or in behalf of any of their friends or any of that class, I have suffered and sacrificed what I have in this interference, it would have been all right; and every man in this court would have deemed it an act worthy of reward rather than punishment. I believe that to have done what I have done—on behalf of God's despised poor was not wrong, but right. Now, if it is deemed necessary that I should forfeit my life to further the end of justice, and mingle my blood further with the blood of my children and with the blood of millions in this slave country whose rights are disregarded by wicked, cruel, and unjust acts—I say: so let it be done!

Brown, John. 1859. Courtesy of the Stanford History Education Group

Lesson 5:
Sectional Tensions Rise

The Kansas Row, *by Thomas Nast, 1867 (Library of Congress)*

To what extent was the Compromise of 1850 successful?

Homework
Sectional Tensions Clash

Read pages 15 through 17 from Chapter 1: "The Origins of the Civil War" from The Civil War: A Concise History *by historian Louis Masur (Oxford University Press: 2011).*

Document A
Stephen Douglas: "Nebraska Territory"

Illinois Senator Stephen Douglas was the creator of the Kansas-Nebraska Act and a strong supporter of the principle of "popular sovereignty," which allowed citizens in territories to vote for or against slavery in their territory. The following text was adapted from a speech given by Douglas, January 30, 1854.

We took the principles established by the compromise act of 1850 as our guide [in writing the Kansas-Nebraska Act]. Those measures rest upon the great principle of self-government—that the people should be allowed to decide questions of their own institutions for themselves . . . , instead of having them determined by an arbitrary or geographical line [of the Missouri Compromise] . . . .

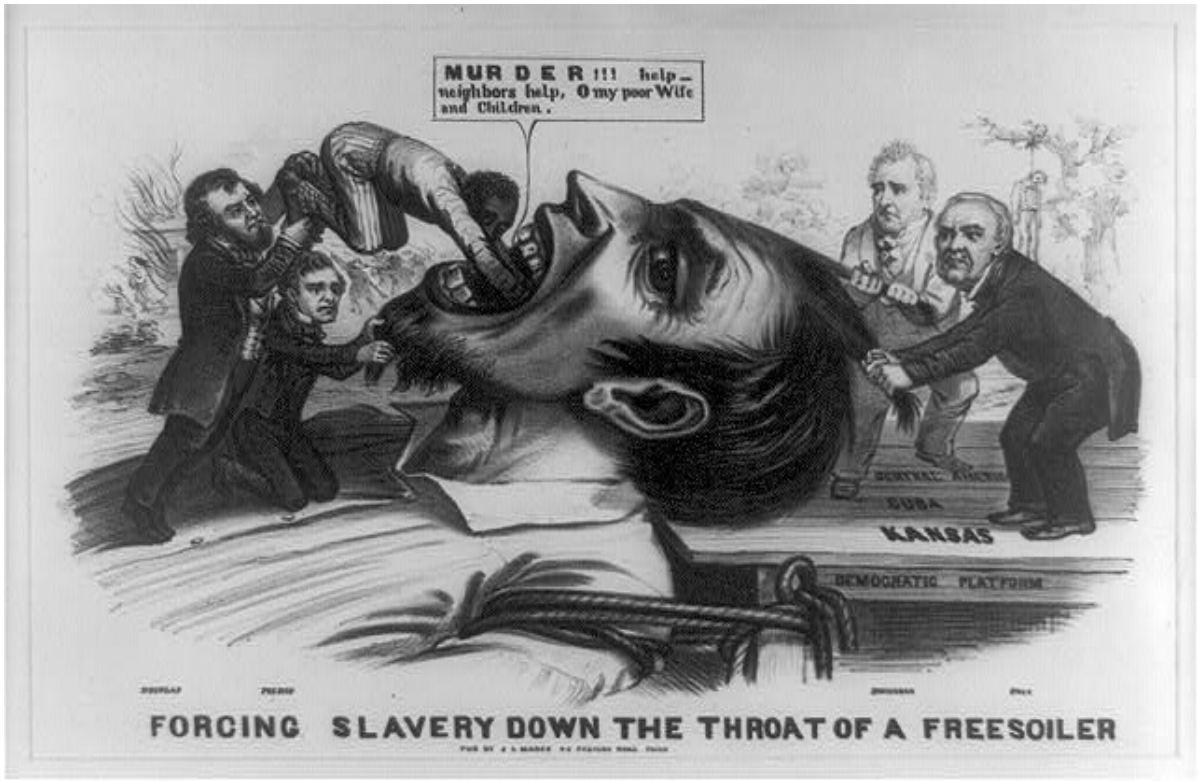
The leading feature of the Compromise of 1850 was congressional non-intervention about slavery in the Territories; that the people of the Territories, and of all the States, were allowed to do as they pleased upon the subject of slavery . . . . Those measures therefore abandoned the idea of a geographical line as the boundary between free States and slave States; abandoned it because [the government could not] maintain it . . . .

The legal effect of this bill, if it be passed … is neither to [force] slavery into these Territories nor out of them, but to leave the people to do as they please, subject to the limitations of the Constitution of the United States. Why should not this principle prevail?

Douglas, Stephen. Nebraska Territory. Courtesy of NEH.gov.

Document B
Forcing Slavery Down the Throat of a Freesoiler

In 1848, Northerners formed the Free Soil Party, which opposed the spread of slavery into new territories. The cartoon below, made in 1856, illustrates the Free Soil Party's response to the Kansas-Nebraska Act.



In this 1856 political cartoon, a "freesoiler" man is tied down to the "Democratic Platform" and held there by two individuals, presidential nominee James Buchanan and Democratic senator Lewis Cass. (Magee, John L. Library of Congress)

Document C
Bleeding Kansas

Edward Bridgman was one of the Northerners who came to Kansas during the period that became known as "Bleeding Kansas." He grew up in Massachusetts and moved to Kansas in 1856, at the age of 22. Bridgman came to farm, but he was soon caught up in the fight over slavery. Below are letters he sent describing the events in Kansas in response to the Kansas-Nebraska Act.

Kansas May 25, 1856

Dear Cousin Sidney

I write now to let you know my situation and a little about the affairs in Kansas.

In some small towns the men are called up nearly every night to hold themselves in readiness to meet the worst as groups of Alabamians, Georgians, and Missourians are around continually, attacking clothes yards, horses and cattle, and everything they can lay hold of. A few miles from Lawrence a man was plowing. A party of Southerners came along and killed his best ox, ate what they wanted, took away some and left the rest. Such occurrences are taking place almost daily. Last Thursday, news came from Lawrence that it was in the hands of the **Ruffians** [*villains*], and that they had destroyed the free state Hotel, burned Robinson's house, and destroyed the two printing presses . . . . The thought of engaging in battle is not a pleasing one, but the free state men are compelled to . . . .

Tuesday, 27.

On our way back we heard that five men had been killed by Free State men. The men were butchered—ears cut off and the bodies thrown into the river. The murdered men (Proslavery) had thrown out threats and insults, yet the act was barbarous and inhuman whoever committed by . . . . The War seems to have commenced in real earnest.

Yours truly, E

Bridgman, Edward. Courtesy of PBS.org.

Document D
Frederick Douglass: Speech on the Dred Scott Decision

The following text was adapted from abolitionist Frederick Douglass's speech on the Dred Scott decision, given in May 1857, two months after the Supreme Court delivered its ruling in Dred Scott v. Sandford*.*

Loudly we have been told that the slavery question is settled, and settled forever. The fact is, the more the question has been settled, the more it has needed settling [in the future]. The time between each different "settlement" has been strikingly shorter and shorter . . . .

You will ask me how I am affected by this **devilish** [*evil*] decision . . . . My answer is my hopes were never brighter than now . . . . [Chief Justice Taney] cannot change the essential nature of things—making evil good, and good evil . . . .

The whole history of the anti-slavery movement is full of proof that all plans created and executed to defeat anti-slavery work have only served to increase, intensify, and **embolden** [*encourage*] that work . . . .

The American people have been called upon, in a most striking manner, to abolish and put away forever the system of slavery . . . . This decision, in my view, is a means of keeping the nation awake on the subject. It is another proof that God does not mean that we shall go to sleep, and forget that we are a slaveholding nation.

Douglass, Frederick. Courtesy of TeachingAmericanHistory.org.

Lesson 6:
The Rise of Abraham Lincoln

Print of Abraham Lincoln, 1865 (Library of Congress)

Why did Abraham Lincoln rise to become the leader of the new Republican Party?

Homework
The Rise of Lincoln

Read "The Origins of the Republican Party" on Independence Hall's USHistory.org website, as well as the excerpt below, adapted from "The Civil War: A Concise History" *by historian Louis Masur, Chapter 1: "The Origins of the Civil War."*

Lincoln used the occasion of the Kansas-Nebraska crisis to emerge from political retirement. He had left Congress after one term in March to return to the practice of law. Speaking in Peoria, Illinois, he denounced the Act as "Wrong in its direct effect, letting slavery into Kansas and Nebraska—and wrong in its prospective principle, allowing it to spread to every other part of the wide world, where men can be found inclined to take it . . . ." Lincoln could not tolerate the Southerners' defense of slavery as "a moral right." He wanted to return to the revolutionary generation's understanding, allowing slavery to exist only as a legal right and necessity and nothing more. And he wanted to prevent the spread of slavery beyond the fifteen states where it existed.

Masur, Louis. The Civil War: A Concise History. Oxford University Press, 2011, pg. 16

Document A
Abraham Lincoln: "House Divided Speech"

In 1858, the Republican Party nominated Abraham Lincoln to be its candidate for the Illinois senate race against Democrat Stephen Douglas, the creator of the Kansas-Nebraska Act. Lincoln delivered one of his most famous speeches, now known as the "House Divided Speech," on June 16, 1858, at the inauguration ceremony.

Even Lincoln's friends regarded the speech as too radical for the occasion. His law partner William H. Herndon considered Lincoln to be morally courageous but politically incorrect. Reflecting on it several years later, Herndon said the speech did awaken the people, and although Lincoln lost the election for Senate, Herndon thought the speech made him president.

Here is an excerpt from that speech.

"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** [*stop*] 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. Have we no *tendency* to the latter condition?

Let any one who doubts [the latter condition] carefully contemplate the now almost complete legal combination … of the Nebraska doctrine, and the *Dred Scott* decision.

Lincoln, Abraham. A House Divided. 1858. Courtesy of AbrahamLincolnOnline.org.

Document B
Lincoln-Douglas Debates

In 1858, Abraham Lincoln ran against Stephen Douglas to represent Illinois in the U.S. Senate. Lincoln and Douglas held seven public debates. Ultimately, Douglas won the election, but due to the wide-ranging publicity surrounding the debates, Lincoln became well known for his views on slavery. Below are some key excerpts from the first debate on August 21, 1858.

Stephen Douglas:

Mr. Lincoln thinks that it is his duty to preach a crusade in the free States against slavery, because it is a crime and ought to be extinguished; and because the people of the slave States will never abolish it. How is he going to abolish it? How can he extinguish it in Kentucky, in Virginia, in all the slave States if he will not pursue a policy which will interfere with it in the States where it exists . . . ? Mr. Lincoln there told his abolition friends that this government must become all free or all slave, otherwise, that the government could not exist. How then does Lincoln propose to save the Union, unless by [forcing] all the states to become free? How is he going to bring it about . . . ?

For one, I am opposed to Negro citizenship in any and every form. I believe this government was made by White men, for the benefit of White men and their posterity forever . . . ?

Abraham Lincoln:

I have no purpose directly or indirectly to interfere with the institution of slavery in the States where it exists. I have no purpose to introduce political and social equality between the white and black races. There is a physical difference between the two, which in my judgment will probably forever forbid their living together in perfect equality, and … I, as well as Judge Douglas, am in favor of the race to which I belong, having the superior position. I have never said anything to the contrary, but there is no reason in the world why the Negro is not entitled to all the natural rights in the Declaration of Independence, the right to life, liberty, and the pursuit of happiness. I hold that he is as much entitled to these as the White man. I agree that the Negro is not my equal in many respects—certainly not in color, perhaps not in moral or intellectual endowment. But in the right to eat the bread … which his own hand earns, he is my equal and the equal of every living man.

Lincoln, Abraham and Douglass, Stephen. 1858. Courtesy of the Stanford History Education Group.

Document C
Historian Harold Holzer: "Lincoln at Cooper Union"

Lincoln's speech at Cooper Union in New York City in 1860 is called by many historians a turning point in his political career. Below, historian Harold Holzer explains why in his essay "Lincoln at Cooper Union," published by the Gilder Lehrman Institute of American History.

Standing before the crowd that night was an **ungainly** [*awkward*] giant, at six feet, four inches dwarfing the other **dignitaries** [*important people*] on the stage, clad in a wrinkled black suit that ballooned out in the back. "At first sight there was nothing impressive or imposing about him," recalled one eyewitness. The speaker appeared uncomfortable. Yet the power of his words and the **earnestness** [*seriousness, sincerity*] of his delivery quickly converted doubters in the crowd, in which one major speech could make or break a rising leader. When Lincoln finished his carefully prepared address, the audience rose and cheered wildly. Abraham Lincoln came to New York an untested presidential **aspirant** [*hopeful*]. He left a potential White House nominee.

"Lincoln": History Now 6 (Winter 2005)

Document D
Abraham Lincoln and the Photograph

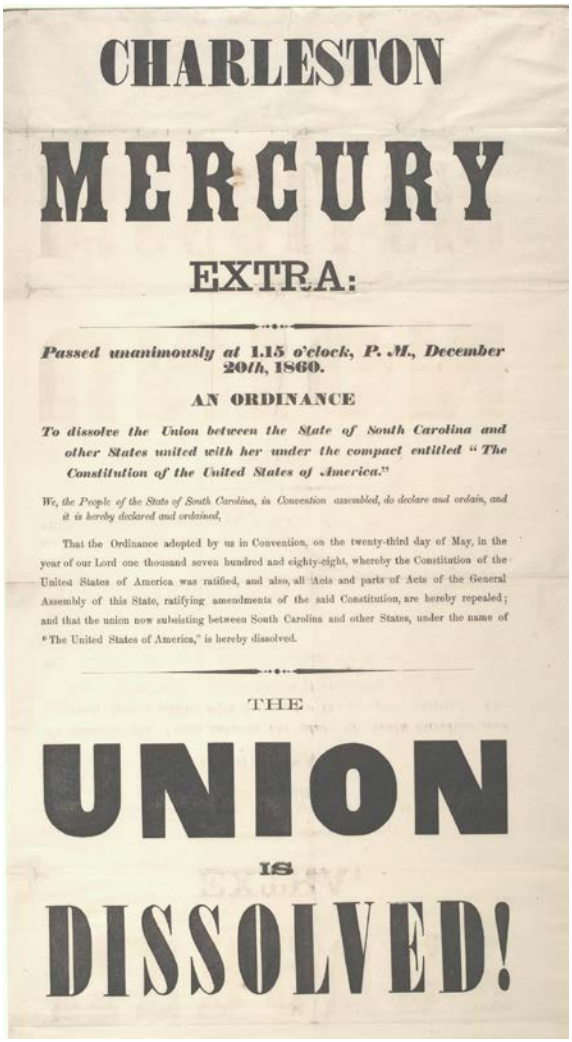
The following text was adapted from historian Harold Holzer's essay "The Making of the President: Abraham Lincoln and the Election of 1860," published by the Gilder Lehrman Institute of American History.

Lincoln wisely made himself available to photographers, painters, and even sculptors, to record images that could be mass-produced and widely distributed in the form of tokens, banners, keepsakes, mailing envelopes, and popular prints. All but unknown outside Illinois when he won the Republican party nomination in May 1860, Lincoln might have remained a remote (and less successful) candidate had he not actively tried to spread his own image. Photographers like Mathew Brady not only brought his face before the public, but made that face look much better than it looked in real life. That Lincoln understood the impact of such images cannot be doubted.

In the afternoon of February 9, 1864, President Lincoln, escorted by artist Francis B. Carpenter, walked more than a mile to prominent Civil War photographer Mathew Brady's Washington studio, where he sat for several photographs, including this profile view, which was later used on the Lincoln-head penny. Another view taken by Brady's cameraman, Anthony Berger, became the model for the five-dollar bill. (Courtesy of CivilWar@Smithsonian, The National Portrait Gallery)

"Electing a President": History Now 33 (Fall 2012)

Lessons 7–8:
Southern Secession



CHARLESTON

MERCURY

EXTRA:

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

AN ORDINANCE

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

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

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

THE

UNION

IS

DISSOLVED!

The Union is Dissolved! *broadside from the* Charleston Mercury, *December 20, 1860 (Courtesy of The Gilder Lehrman Institute of American History)*

Why did the South secede?

Homework
The Election of 1860 and Secession

Read "On This Day: Abraham Lincoln Elected President" and "Secession" on the History Channel website.

Document A
Abraham Lincoln: Secession

The following excerpt is from a letter to Vice President of the Confederacy Alexander Stephens, from President Abraham Lincoln.

You [the South] think slavery is *right* and ought to be extended; while we [the North] think it is *wrong* and ought to be restricted. That I suppose is the **rub** [*problem*].

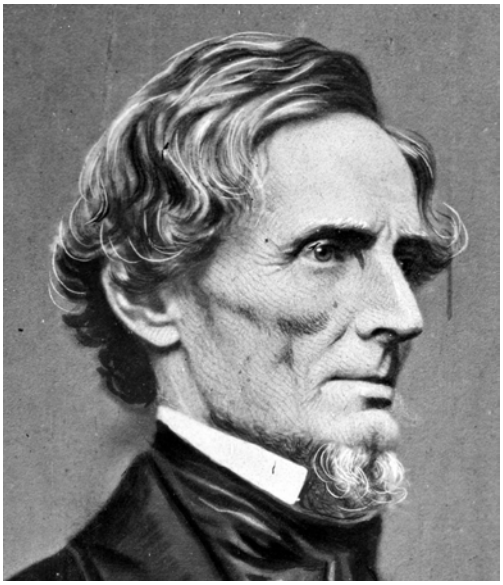
Lincoln, Abraham. Courtesy of Teaching American History.org.

Document B
Jefferson Davis

Jefferson Davis, a Mississippi politician, became the president of the new Confederate States of America in 1861. Below is his inaugural address, delivered on February 18, 1861.

The declared purpose of the [U.S.] from which we have withdrawn was "to establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessing of liberty to ourselves and our posterity;" and when … [the U.S.] had been **perverted** [*led astray*] from the purposes for which it was **ordained** [*created*] . . . , [the South] formed a new alliance, but within each State its government has remained, the rights of person and property have not been disturbed . . . .

An agricultural people, whose chief interest is the export of a **commodity** [*good*] required in every manufacturing country [cotton], our true policy is peace, and the freest trade . . . . It is alike our interest … that there should be the fewest restrictions upon the [trade of cotton] . . . . As a necessity, not a choice, we have resorted to the remedy of separation . . . .



Confederate President Jefferson Davis (National Archives and Records Administration)

Jefferson, Davis. Courtesy of TeachingUSHistory.org.

Document C
Alexander Stephens: The Cornerstone Address

Alexander Stephens, a lawyer and politician from Georgia, served as Vice President of the Confederacy. Below is an excerpt from his "Cornerstone Address," delivered in March 1861.

The prevailing ideas **entertained** [*believed*] 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** [*fading or disappearing*] 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.

Confederate Vice President Alexander Stephens (National Archives and Records Administration)

Stephens, Alexander. Cornerstone Address. 1861.
Courtesy of the Gilder Lehrman Institute of American History
Image retrieved from Britannica.com.

Document D
South Carolina Declaration of Secession

December 24, 1860, South Carolina declared its secession from the Union. Below is an excerpt from this declaration.

In the year 1765, a struggle for the right of self-government began, which resulted, on the 4th of July, 1776, in a Declaration, by the Colonies, "that they are, and of right ought to be, FREE AND INDEPENDENT STATES; and that, as free and independent States, they have full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent States may of right do . . . ."

Thus were established the two great principles asserted by the Colonies, namely: the right of a State to govern itself; and the right of a people to abolish a Government when it becomes destructive of the ends for which it was instituted . . . .

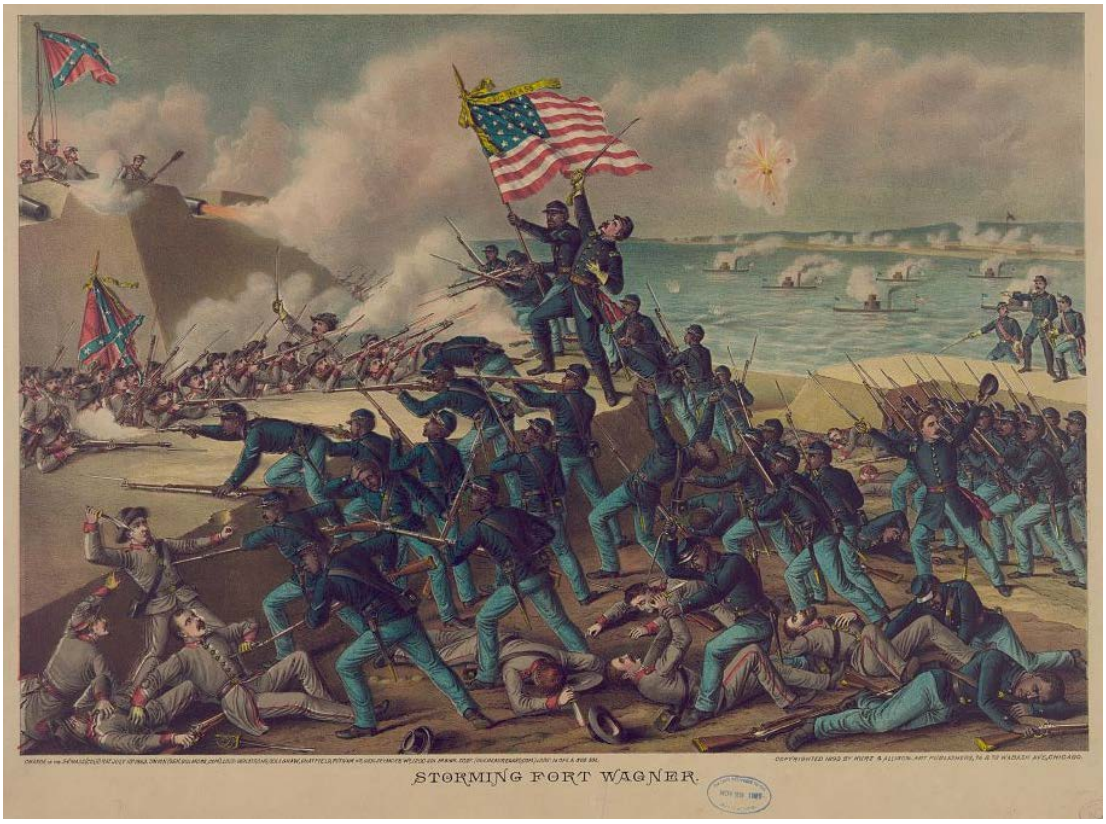
In the present case, that fact is established with certainty. We assert that 14 of the States have deliberately refused, for years past, to fulfill their constitutional obligations, and we refer to their own Statutes for the proof.

The General Government … passed laws to [protect these rights]. For many years these laws were executed. But an increasing hostility on the part of the non-slaveholding States to the institution of slavery, has led to a disregard of their obligations, and the laws of the General Government have ceased to [protect] the Constitution . . . .

A geographical line has been drawn across the Union, and all the States north of that line have united in the election of a man to the high office of President of the United States, whose opinions and purposes are hostile to slavery. He is to be [run] the Government, because he has declared that that "Government cannot endure permanently half slave, half free," and that the public mind [believes] that slavery is in the course of ultimate extinction.

South Carolina Declaration of Secession. December 24, 1860.
Courtesy of The Avalon Project, Lillian Goldman Law Library, Yale Law School.

Lesson 9:
The Civil War

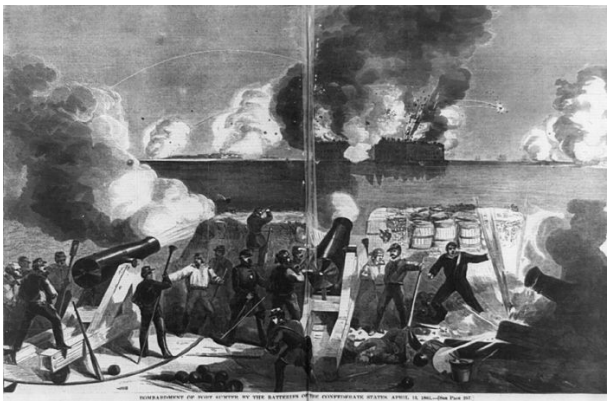


Storming Fort Wagner, *published by Kurz & Allison, 1890 (Library of Congress)*

How did different groups of Americans experience the Civil War?

Homework
The Civil War

The following text was adapted from historian Gary Gallagher's essay "The American Civil War," published by the Gilder Lehrman Institute of American History.



The attack at Fort Sumter (Library of Congress)

On April 12, 1861, Confederates fired on Union-held Fort Sumter in Charleston, South Carolina. Lincoln called for 75,000 volunteers to suppress the rebellion. In response, four slave states of the Upper South, including Virginia, seceded with the Deep South. Four other slave states, typically called the Border States, remained loyal to the Union. The war had officially begun.

The Confederacy in 1860 had population of just more than 1,000,000 military-age white men; between 800,000 and 900,000 men joined the Confederate army. The Union sent at least 2.1 million men, about half of its 1860 military-age male population. More than 200,000 African American men served in Union Army. In addition to its much larger population, the Union had advantages due to its industrial strength, commercial interests, and financial infrastructure.

Even so, either side could have won. The Confederacy sought independence and only had to defend itself. The Union needed to force the seceded states to abandon their hopes to found a new nation. Union armies would have to invade the Confederacy, destroy its army, and crush the will of the Southern people. The Confederacy could win just by prolonging the war to a point where the Union considered the war too costly in lives and money.

Union and Confederate leaders adopted very different strategies to achieve victory. Beginning in 1861 with the "Anaconda Plan," the Union used a naval blockade to restrict the flow of goods into Southern ports, an Army and Navy effort to control the Mississippi River and divide the Confederacy, and major offensives into Confederate lands. For most of the war, Jefferson Davis and his advisers followed a defensive-offensive strategy. Confederate armies aimed to protect their territory. When circumstances seemed favorable, the Confederacy launched offensives—such as in the Battles of Antietam and Perryville in 1862 and Gettysburg in 1863.

For more than three years, both sides remained in a stalemate before Union forces gained a decisive advantage. A string of Union successes won by Ulysses S. Grant and William Tecumseh Sherman helped strengthen the Union cause. By the autumn of 1864, with Grant as the Union general in chief, Union armies applied pressure in Virginia, Tennessee, and the Carolinas that eventually forced a Confederate surrender in the spring of 1865.

The war touched the lives of almost every American. Women assumed larger responsibilities in the workplace. In the Union, they labored as nurses (previously a male occupation), government clerks, factory workers, and members of the United States Sanitary Commission and other charitable organizations. Southern white women also worked as clerks and nurses and in factories, and thousands took responsibility for running farms. The war temporarily opened opportunities outside the household for women.

Enslaved people in the South carried a major portion of the labor burden. No group was more directly affected by the outcome of the war than the four million black people who were enslaved in 1861. They emerged from the struggle with their freedom (made final by the ratification of the Thirteenth Amendment in December 1865).

Both sides made use of recent technological advances. Railroads moved hundreds of thousands of soldiers and supplies. The telegraph allowed both governments to communicate and plan with the military across long distances. The conflict featured the use of recent military technology, such as the rifle muskets carried by most soldiers on both sides and ironclad warships that saw action on a broad scale.

The two national governments expanded their powers in an attempt to support the war efforts. Both sides enacted a series of national taxes, limited civil liberties, and established a draft. Many of these measures, especially the drafts implemented by the Confederacy in 1862 and by the United States in 1863, led to heated political debate and anti-war activities. The war was also incredibly expensive. In 1860, the federal budget was $63,000,000; in 1865, U.S. spending totaled nearly $1.3 billion.

The human cost of the conflict was appalling. More American soldiers lost their lives than in all other wars combined from the colonial period through the Vietnam War. The war brought wide-scale economic destruction to the Confederate states, which lost two-thirds of their wealth (emancipated slaves accounted for much of this). In contrast, the Northern economy thrived. Two numbers convey a sense of the relative economic cost: between 1860 and 1870, Northern wealth increased by 50 percent; during that same decade, Southern wealth decreased by 60 percent.

Gallagher, Gary, The American Civil War. (The Gilder Lehrman Institute of American History)

Civil War Timeline

April 12, 1861: Civil War Begins
Confederate forces bombard Union soldiers at Fort Sumter in Charleston, South Carolina. The Civil War officially begins.

April 14, 1861: Union Surrenders at Fort Sumter
Major Robert Anderson surrenders Fort Sumter to Confederate forces.

April 17–May 20, 1861: The Rest of the South Secedes
Virginia, Arkansas, Tennessee, and North Carolina secede.

July 4, 1861: Lincoln Requests Army
Lincoln addresses Congress and requests the enlistment of a Union Army.

July 21, 1861: First Battle of Bull Run
The Union is defeated causing a panicked retreat back to Washington.

March 9, 1862: *Monitor* vs. *Merrimack*
The Confederate ironclad USS *Merrimack* battles the Union ironclad USS *Monitor* in Chesapeake Bay. The battle is a draw but marks a change in naval warfare forever.

April 8, 1862–April 9, 1862: Battle of Shiloh
Union General Ulysses S. Grant's forces are surprised at the town of Shiloh in Tennessee. The ensuing battle results in 13,000 Union and 10,000 Confederate casualties.

August 30, 1862: Second Battle of Bull Run
The Confederacy defeats the Union at the Second Battle of Bull Run.

September 17, 1862: Antietam
The Battle of Antietam is the bloodiest day in United States history. More than 26,000 men are killed, wounded, or missing in action on both sides. Though officially a draw, the battle stops Confederate General Robert E. Lee's invasion of Maryland.

December 13, 1862: Fredericksburg
The Union Army suffers a horrible defeat at the Battle of Fredericksburg in Virginia.

January 1, 1863: Emancipation Proclamation
Lincoln issues the Emancipation Proclamation. It frees all slaves in territory captured by the Union Army. From this point forward, the Civil War is a war over slavery.

March 3, 1863: Military Draft
Congress enacts the first draft, requiring every man to serve in the Army unless he can find a substitute or pay the government $300.

May 1, 1863–May 4, 1863: Chancellorsville
Over the course of three days, General Robert E. Lee defeats the Union Army.

July 1–4, 1863: Gettysburg
The Union Army defeats Robert E. Lee's Confederate Army at Gettysburg, Pennsylvania.

July 4, 1863: Vicksburg
West on the Mississippi River, General Ulysses S. Grant takes Vicksburg after a long siege. At this point, the Union controls the entire river, cutting the Confederacy in two.

July 13, 1863–July 16, 1863: Draft Riots
When the government attempts to begin conscription, riots break out in New York and other Northern cities. In New York, 120 people—most are black people—are killed.

March 9, 1864: Grant Takes Command
Lincoln appoints Ulysses S. Grant commander of all Union armies. General William T. Sherman takes over as commander in the West.

June 15, 1864–April 2, 1865: Siege of Petersburg
The Union begins a nine-month siege of Petersburg, finally emerging victorious.

June 1, 1864–June 3, 1864: Battle of Cold Harbor
The battle of Cold Harbor is a disaster for the Union. General Ulysses S. Grant makes a series of tactical mistakes that result in the deaths of 7,000 Union soldiers in twenty minutes.

April 2, 1865: Fall of Richmond
The Union Army captures Richmond, Virginia, the Confederate capital.

September 2, 1864: Sherman Burns Atlanta
Union General Sherman captures Atlanta and burns it to the ground.

November 15–December 21, 1864: Sherman's March to the Sea
Union General Sherman begins his famous March to the Sea, a march of destruction 300 miles long and 60 miles wide through Georgia, ending in Savannah.

April 9, 1865: Lee Surrenders
General Robert E. Lee surrenders to General Ulysses S. Grant at the Appomattox Court House, Virginia. The war is over.

Group 1: African American Soldiers
Document A
"Black Soldiers in the Civil War"

The following was adapted from the essay "Black Soldiers in the Civil War" by historian Steven Mintz published by the Gilder Lehrman Institute of American History.

By early 1863, voluntary enlistments in the Union army had fallen so sharply that the federal government instituted an unpopular military draft and decided to enroll black, as well as white, troops. Altogether, 186,000 black soldiers served in the Union Army and another 29,000 served in the Navy, accounting for nearly 10 percent of all Union forces and 68,178 of the Union dead or missing. Twenty-four African Americans received the Congressional Medal of Honor for extraordinary bravery in battle.

Three-fifths of all black troops were former slaves. The active participation of black troops in the fighting made it far less likely that African Americans would remain in slavery after the Civil War.

While some white officers, like Robert Gould Shaw, who commanded the 54th Massachusetts Regiment, were proud to lead black troops in battle, others were very resistant.

Black soldiers fought at great threat to their lives. The Confederate government threatened to execute or sell into slavery any captured black Union soldiers—and did sometimes carry out those threats.

In July 1863, the 54th Massachusetts Infantry, the first black regiment raised in the North, led an assault against Fort Wagner, which guarded Charleston, South Carolina's harbor. Over forty percent of the regiment's members were killed or wounded in the unsuccessful attack.

During the war, African American troops also faced a different kind of battle: a battle against discrimination in pay, promotions, and medical care. Despite promises of equal treatment, blacks had separate regiments commanded by white officers. Black soldiers received less pay than white soldiers, inferior benefits, and poorer food and equipment. While a white private was paid $13 a month plus a $3.50 clothing allowance, blacks received just $10 a month, out of which $3 was deducted for clothing. Furthermore, black soldiers were not provided with the enlistment bonuses commonly given to white soldiers, and, until the end of the war, the federal government refused to commission black officers.

Within the ranks, black troops faced repeated humiliations; most were employed in menial assignments. They were punished by whipping, and if captured by the Confederates, they faced execution. But despite these trials, African American soldiers won equal pay in 1864, and in 1865, they were allowed to serve as line officers.

Mintz, Steven, Blacks in Blue. (The Gilder Lehrman Institute of American History)

Document B
Broadside: "Men of Color, To Arms! To Arms!"

The following text is an excerpt from the text posted in the broadside.

Men of Color To Arms! To Arms!


MEN OF COLOR
TO ARMS! TO ARMS!
NOW OR NEVER
This is our golden moment! The Government of the United States calls for every Able-bodied Colored Man to enter the Army for the
Three Years' Service!
And join in Fighting the Battles of Liberty and the Union . . . .
FAIL NOW, & OUR RACE IS DOOMED
ARE FREEMEN LESS BRAVE THAN SLAVES
And will be Addressed by

Now or Never This is our golden moment! The Government of the United States calls for every Able-bodied Colored Man to enter the Army for the Three Years' Service! And join in Fighting the Battles of Liberty and the Union . . . . For generations we have suffered under the horrors of slavery, outrage, and wrong . . . ; But now our relations to the white race are changed. Now, therefore, is our most precious moment. Let us rush to arms!

Fail Now, & Our Race Is Doomed

On this the soil of our birth. We must now awake, arise, or be forever fallen. If we value liberty, if we wish to be free in this land, if we love our country, if we love our families, our children, our home, we must strike now while the country calls: … Our enemies have made the country believe that we are **craven** [*fearful*] cowards, without soul, without manhood, without the spirit of soldiers, Shall we die with this stigma resting upon our graves? Shall we leave this Inheritance of Shame to our Children? No! a thousand times NO! We WILL Rise! The alternative is upon us. Let us rather die freemen than live to be slaves. What is life without liberty . . . ?

Are Freemen Less Brave Than Slaves?

More than a Million White Men have left Comfortable Homes and joined the Armies of the Union to save their Country. Cannot we leave ours … to save our liberties, vindicate our manhood, and deserve well of our Country. MEN OF COLOR . . . ! Strike now, and you are henceforth and forever Freemen!

Courtesy of The Gilder Lehrman Institute of American History

Document C
Frederick Douglass: "Men of Color, To Arms!"

Frederick Douglass delivered the following speech in Rochester, New York, on March 2, 1863.

Action! Action . . . ! is the plain duty of this hour . . . . There is no time to delay. The tide is at its flood that leads on to fortune. From East to West, from North to South, the sky is written all over, "Now or never . . . ." "Who would be free themselves must strike the blow." "Better even die free, than to live slaves." This is the sentiment of every brave colored man amongst us . . . .

I now for the first time during this war feel at liberty to call and **counsel** [*advise*] you to arms. By every consideration which binds you to your enslaved fellow—countrymen, and the peace and welfare of your country … I urge you to fly to arms . . . .

Go quickly and help fill up the first colored regiment from the North . . . . The day dawns; the morning star is bright upon the horizon! The iron gate of our prison stands half open. One **gallant** [*brave*] rush from the North will fling it wide open, while four millions of our brothers and sisters shall march out into liberty. The chance is now given you to end in a day the bondage of centuries, and to rise in one bound from social **degradation** [*humiliation, belittling*] to the place of common equality with all other varieties of men . . . . This is our golden opportunity . . . . Let us win for ourselves the gratitude of our country, and the best blessings of our **posterity** [*future generations*] through all time . . . .

Douglass, Frederick. 1863. Courtesy of TeachingAmericanHistory.org

Group 2: Soldiers
Document A
The Horrors of War

Life as a Civil War soldier was violent, bloody, and often gruesome. Poor conditions in the camps, in prisons, and on the battlefield led to many deaths and illnesses. While bad for Union soldiers, Confederate soldiers were even worse off; the Union soldiers had superior weapons and infrastructure, while the Confederate army was poorer than the Union army and less well equipped with supplies.

Below, George Alfred Townsend, a Civil War correspondent for the New York Herald*, wrote a description of wounded soldiers.*

I went into all the largest hospitals. In the first of these an amputation was being performed, and at the door lay a little heap of human fingers, feet, legs, and arms. I shall not soon forget the bare-armed surgeons, with bloody instruments, that leaned over the figure, while the comrades of the subject looked horrified at the scene.

The grating of the murderous saw drove me into the open air, but in the second hospital which I visited, a wounded man had just died, and I encountered his body at the doorstep. Within, the sickening smell of mortality was almost unbearable . . . . The lanterns hanging around the room streamed fitfully upon the red eyes, and half-naked figures. All were looking up, and saying, in pleading: “Is that you, doctor?” Men with their arms in slings went restlessly up and down, [overheating] with fever. Those who were wounded in the lower extremities, body, or head, lay upon their backs, tossing even in sleep . . . . In many wounds the bullets still remained, and the discolored flesh was swollen unnaturally. There were some who had been shot in the bowels, and now and then they were frightfully convulsed, breaking into shrieks and shouts. Some of them said a single word, as, “doctor,” or “help,” or “God,” or “oh!” commencing with a loud **spasmodic** [*infrequent*] cry, and continuing the same word till it died away. The act of calling seemed to lull the pain. Many were unconscious, moving their finger, and lips mechanically, but never more to open their eyes upon the light . . . .

I think, still, with a shudder, of the faces of those who were told that they could not live. The **unutterable** [*terrible*] agony; the plea for somebody on whom to call; the longing eyes that poured out prayers … the open lips, through which one could almost look at the quaking heart below.

Townsend, George Alfred. The New York Herald.
Courtesy of the Gilder Lehrman Institute of American History.

Document B
On the Battlefield

Before the Civil War, soldiers used muskets on the battlefield. Muskets were not powerful guns; they could shoot only as far as about 250 yards, but they were accurate at a much closer range of about 80 yards. As a result, much warfare was face-to-face. By the Civil War, the rifle had been invented. The rifle could shoot a bullet up to about 1,000 yards and was much more accurate. And unlike muskets, rifles could also be shot and reloaded very quickly. As a result, rifles were incredibly deadly, and warfare significantly bloodier.

American artist Winslow Homer was a war correspondent, sketching scenes from the battlefield to report back to the American public the events of the war.

Entitled A Sharpshooter on Picket Duty, *this painting shows the typical, and generally solitary, role of a Civil War soldier. Rifles enabled soldiers to become sharpshooters and attack their enemies from a distance. The job of a sharpshooter was often lonely but also contributed to the horrific violence of the war. This image was published in* Harper's Weekly *magazine, November 15, 1862. (Courtesy of Smithsonian American Art Museum)*

For many soldiers, the endless war left many feeling hopeless. For much of the war, soldier morale and spirit was low on both sides, with no end in sight. Entitled Defiance: Inviting a Shot Before Petersburg, *this painting shows the typical experiences of soldiers in the trenches. (Courtesy of Dia.org)*

Document C
Divided by War

Many American families were divided by the Civil War. Brothers, friends, and cousins fought against one another if they lived on opposite sides of the Mason-Dixon line. This letter exchange is between two friends, General Bragg of the Confederacy and Colonel Hunt of the Union, at the outbreak of the war.

Excerpt of Confederate General Bragg to Union Colonel Hunt, April 21, 1861

How strange are the mutations of life! That we should be in hostile array against each other. A few short months since companions in army, and almost brothers in friendship, it is hard to realize the fact that we are in hostile array against each other . . . . Each one of us of course will follow the dictates of his own conscience.

Excerpt of Union Colonel Hunt to Confederate General Bragg, April 23, 1861

We must each as you say act according to the dictates of our consciences. Although you think my course a wrong one, you know that I never have felt and I do not feel now hostile to the South, her institutions, or her people nor can I have toward them the feelings of an "alien enemy." I trust and I believe [regardless of] the dark prospects before us, and although blood may flow like water, that the time will yet come—if neither of us fall in the struggle—when we will meet again not merely as friends, which I am sure we will continue to be, but as fellow citizens of a great, prosperous, happy and united country.

Bragg and Hunt. 1861. Courtesy of The Gilder Lehrman Institute of American History

Group 3: The Home Front
Document A
"Homefront: Families North and South"

Read "Homefront: Families North and South" on the Gale Group website.

Document B
Atrocities on the Home Front

Not all the violence of the Civil War was limited to the battlefields. Americans and Confederates on the home front often experienced violence at the hands of opposing soldiers. Military raids, pillaging, and military destruction destroyed towns, especially in the South. In the letter below, civilian Dr. William Boyle describes the crimes committed by the Confederate Army on the home front near Gettysburg, Pennsylvania.

Chambersburg, July 5, '63

Friend M'Cauley,

Having an opportunity to send a letter outside the Confed: lines I will give you a short account of our situation. The rebels have stripped this valley of everything. All the Stores—Book, Dry Goods, Groceries, Mills, and Warehouses have been emptied. There is not enough left for the people to live on for two weeks. Both railroads are destroyed . . . . Many farms are destroyed by roads over them and encampments upon them. The telegraph lines are all destroyed. We are completely cut off from the outside world. We have had no northern papers here for over two weeks . . . . The **outrages** [*crimes*] committed on private property and on individuals have been dreadful. Murder, rape, robbery, and arson are the names by which you designate a few of their atrocities. Gen. Lee's order to respect private property was laughed at by the villains that compose his army . . . . The town is one vast and nasty horse-stable. It smells so bad we can scarcely live in it. I am fearful of an epidemic. The country people fared worse than the town. All sorts of outrages were committed on their persons and property . . . . If they retreat through here I fear they will destroy the town. I will write to you soon again if we can get a mail through. I send this to be mailed at Harrisburg.

Yours W. H. Boyle

Boyle, William. 1863. Courtesy of Gutenberg.org

Document C
Civil War Photography

Information traveled at a slow rate in the 1800s, but with the telegraph, newspapers, photography, and the postal service, it was moving faster than ever before. Those on the home front were able to learn more about the war and their loved ones during the Civil War than in any previous war. Sometimes the reality of war was a brutal one. Photography played an essential role in spreading information. This was a relatively new invention, and the sharp reality of photographs was shocking. American morale on the home front was low throughout the Civil War, as photography proved the war to be more violent and less glorified than many had expected. Below are pictures taken by prominent Civil War photographers Timothy O'Sullivan, Alexander Gardner, and Mathew Brady.

Harvest of Death, *Timothy O'Sullivan and Alexander Gardener, Gettysburg, PA 1863 (Library of Congress)*

Confederate Dead Behind a Stone Wall at Fredericksburg, *Mathew Brady, Fredericksburg, VA, 1862 (Library of Congress)*

Document D
Draft Riots

From July 13 to July 16, 1863, draft riots erupted in New York City. New Yorkers, especially poor Irish immigrants, set the city aflame to protest the draft. The rioters resented wealthier men who could avoid the draft, and they were also angry with the black communities in the cities, as they did not want to die in war for the cause of abolition of slavery. The mobs primarily attacked black and abolitionist homes across the city, resulting in about 120 deaths and more than 2,000 injuries.

Lexington Avenue in flames, Civil War Draft Riots, New York City, 1863 (The National Museum of American History)

Group 4: Women
Document A
Women in the War

Read "Women in the Civil War" on the History Channel website.

Document B
Dr. Mary Walker

Mary Walker was a doctor during the Civil War—the only female surgeon in the Union Army. Confederate soldiers captured Walker in 1864 for four months. Upon her release, Walker was invited to meet President Lincoln, and she was awarded the Congressional Medal of Honor in 1865.

Dear Sir—

I am sure you will not refuse the favor I am about to ask—i.e., that you take this in person to the President, without delay and get the confirmation of my rank of Major.

I told the President of the risks I encountered in being taken prisoner on purpose and preventing their attacking our army when we were hardly able to act "on the defensive"—that I found them on general review and learned the fact of such an immediate intention & that I so fully followed my instructions what to say about our western army, that success crowned our efforts when we were ready, and recently my statements to Gen. Grant in relation to their moves if he continued operations around Petersburg—to say nothing about the thousand other matters.

Think of [General] Sheridan's success & remember that I suffered so willingly for months, & do not hesitate to grant the favor & after getting the President's confirmation, Please send it to me at Oswego N.Y.

I have been working vigorously for the Administration ever since I left W. & am now waiting for a leave to go Oneida Co. & the Copperhead regions of Oswego & work until after election.

Most respectfully
Yours in haste
Mary E. Walker, M.D.

Walker, Mary E. 1865. Courtesy of the Gilder Lehrman Institute of American History.

Lesson 10:
The Emancipation Proclamation

The Emancipation Proclamation, *print by Louis Lipman, 1864 (Library of Congress)*

Why did President Lincoln issue the Emancipation Proclamation?

Homework
The Emancipation Proclamation

Read "The Civil War and Emancipation" on the PBS website.

Document A
The Emancipation Proclamation

On January 1, 1863, President Lincoln issued the following Emancipation Proclamation, freeing all slaves in rebel states.

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 in rebellion against the United States, shall be forever free . . . .

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 … do order and **designate** [*appoint*] the following States as being in rebellion:

Arkansas, Texas, Louisiana, Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia.

And I hereby call 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 will be received into the armed service of the United States.

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.

Lincoln, Abraham. Emancipation Proclamation. January, 1, 1863.
Courtesy of the Stanford History Education Group

Document B
Frederick Douglass: On Emancipation

In mid-1863, after the Emancipation Proclamation had been announced, President Lincoln called Frederick Douglass to the White House to speak with him. Douglass wrote about the meeting in 1881 in his autobiography The Life and Times of Frederick Douglass.

President Lincoln did me the honor to invite me to discuss the best way to [persuade] the slaves in the rebel states to escape. Lincoln was alarmed about the increasing opposition to the war in the North, and the mad cry against it being an abolition war. Lincoln worried that [Northerners who opposed the war would force him to accept an early peace] which would leave all those who had not escaped in slavery.

I was impressed by this kind consideration because before he had said that his goal was to save the Union, with or without slavery. What he said on this day showed a deeper moral conviction against slavery than I had ever seen before in anything spoken or written by him. I listened with the deepest interest and profoundest satisfaction, and, at his suggestion, agreed to organize men who would go into the rebel states, and carry the news of emancipation, and urge the slaves to come within our boundaries . . . .

I refer to this conversation because I think that, on Mr. Lincoln's part, it is evidence that the proclamation, so far at least as he was concerned, was not passed merely as a "necessity."

Douglass, Frederick. 1881. Courtesy of the Stanford History Education Group

Lesson 11:
Gettysburg

The Battle of Gettysburg, *by Thomas Kelly, 1867 (Library of Congress)*

Why was the Battle of Gettysburg a turning point in the Civil War?

Homework
The Battle of Gettysburg

Read "Battle of Gettysburg" on the History Channel website.

Document A
Casualties at Gettysburg

The Battle of Gettysburg was the bloodiest battle of the Civil War. Below are the estimated casualties of the Union and the Confederacy.

Estimated Number of Casualties at the Battle of Gettysburg				
	Killed	**Wounded**	**Captured or Missing**	**Total**
Union	3,155	14,531	5,369	23,055
Confederate	4,708	12,693	5,830	23,231

Estimated Number of Gettysburg Casualties Compared to Overall Troops and Men Available		
	Total Casualties at Gettysburg	**Total Size of Army**
Union	23,055	2,672,341
Confederate	23,231	Between 750,000 and 1,227,890

Data retrieved from The Civil War: Facts, NPS.gov and Battle of Gettysburg, Wikipedia.orf

Document B
Robert E. Lee: Letters to Jefferson Davis

Below are two letters written by Confederate General Robert E. Lee to Confederate President Jefferson Davis following the Battle of Gettysburg.

Letter 1

Near Gettysburg, Pa. July 4, 1863

Mr. President,

It is believed that the enemy suffered severely in these operations, but our own loss has not been light. General Barksdale is killed. Generals Garnett and Armistead are missing . . . . Generals Pender and Trimble are wounded in the leg, General Hood in the arm, and General Heth slightly in the head. General Kemper, it is feared, is mortally wounded. Our losses embrace many other valuable officers and men . . . .

Very respectfully, your obedient servant,

R. E. Lee, General

Letter 2

Camp Orange, Va., August 8, 1863

Mr. President,

Your letters of July 28 and August 2 have been received, and I have waited for a leisure hour to reply, but I fear that will never come.

I have seen and heard of expression of discontent in the public journals at the result of the expedition. I therefore, in all sincerity, request Your Excellency to take measures to **supply my place** [*replace me*]. I do this with the more earnestness because no one is more aware than myself of my inability for the duties of my position. I cannot even accomplish what I myself desire. How can I fulfill the expectations of others?

With sentiments of great esteem, I am, very respectfully and truly, yours,

R. E. Lee, General

Lee, Robert E. 1863. Courtesy of LeeFamilyArchive.org

Document C
The Gettysburg Address

On November 18, 1863, President Abraham Lincoln traveled by train from Washington, D.C., to Gettysburg, Pennsylvania, to help dedicate a national soldiers' cemetery. Many famous Americans had declined invitations to attend. Lincoln accepted because he wanted to explain his feelings about the battle and the war. Here is his address.

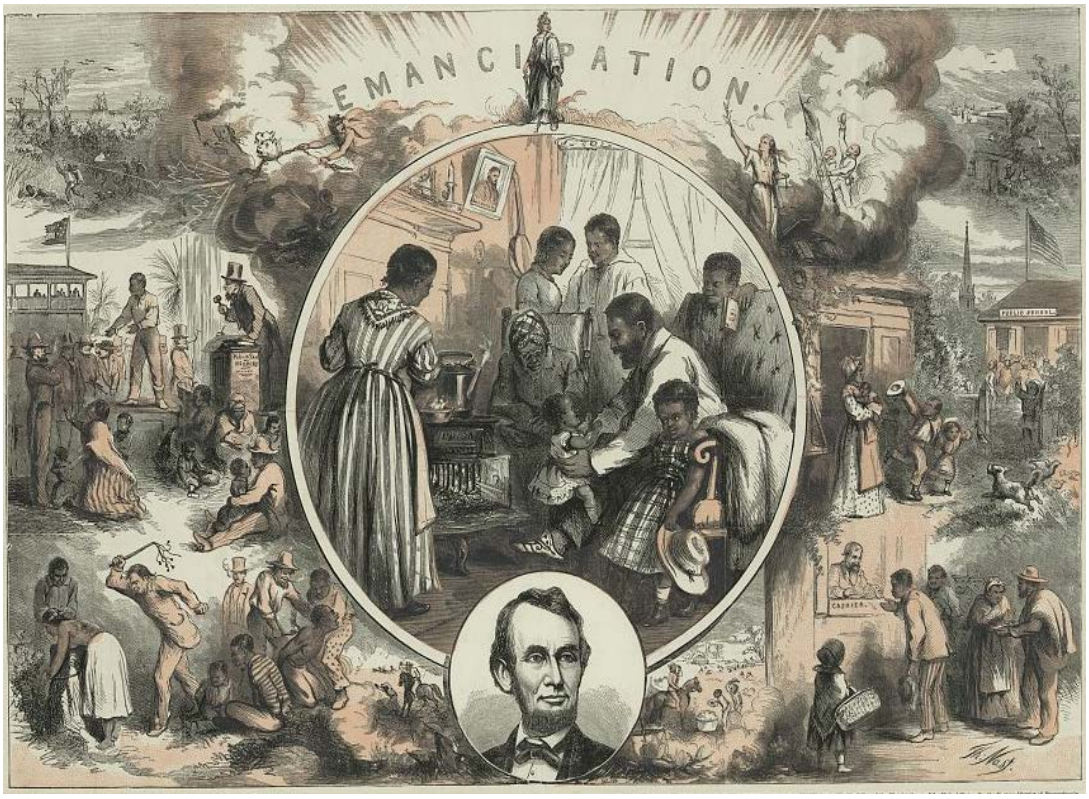
Four score and seven years ago [*87 years*] our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the **proposition** [*principle*] that all men are created equal.

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

But, in a larger sense, we cannot dedicate—we cannot **consecrate** [*make sacred*]—we cannot **hallow** [*make holy*]—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or **detract** [*take away*]. 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.

Lincoln, Abraham. The Gettysburg Address. November 18, 1863. Courtesy of AbrahamLincolnOnline.org

Lessons 12–14:
Lincoln and the 13th Amendment



Emancipation*, by Thomas Nast, 1865 (Library of Congress)*

Why did Lincoln fight to pass the 13th Amendment before the end of the Civil War?

Homework
"Abraham Lincoln and the Passage of the Thirteenth Amendment"

The following text was adapted from "Abraham Lincoln and the Passage of the Thirteenth Amendment" by historian Allen Guelzo, published by the Gilder Lehrman Institute of American History.

In the "Gettysburg Address," President Lincoln said, "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." Following the Battle, Lincoln did all he could to ensure that this cause, the abolition of slavery, was fulfilled.

This was, however, no easy aspiration for Abraham Lincoln, even as president. Since the moment Lincoln came to office in 1861, ending slavery seemed an impossible task. Slavery was protected from the touch of presidents (and the rest of the federal government) by state law. Using his "war powers" as the "Commander in Chief of the Army and Navy of the United States," Lincoln issued the Emancipation Proclamation on January 1, 1863, which declared all of the slaves held in the rebel states "thenceforward, and forever, free."

Congress, celebrating the passage of the 13th Amendment (Bonner, John. Harper's Weekly, 1865. Courtesy of Archive.org)

But even as commander in chief, Lincoln's hands were not entirely free to strike slavery down. For one thing, his presidential "war powers" only gave him authority to reach slaves in rebel-held territory—not the four border states of Missouri, Delaware, Kentucky, and Maryland, which remained loyal to the Union but where slavery remained legal. Also, the Emancipation Proclamation freed *slaves*—it did not end *slavery* as an institution.

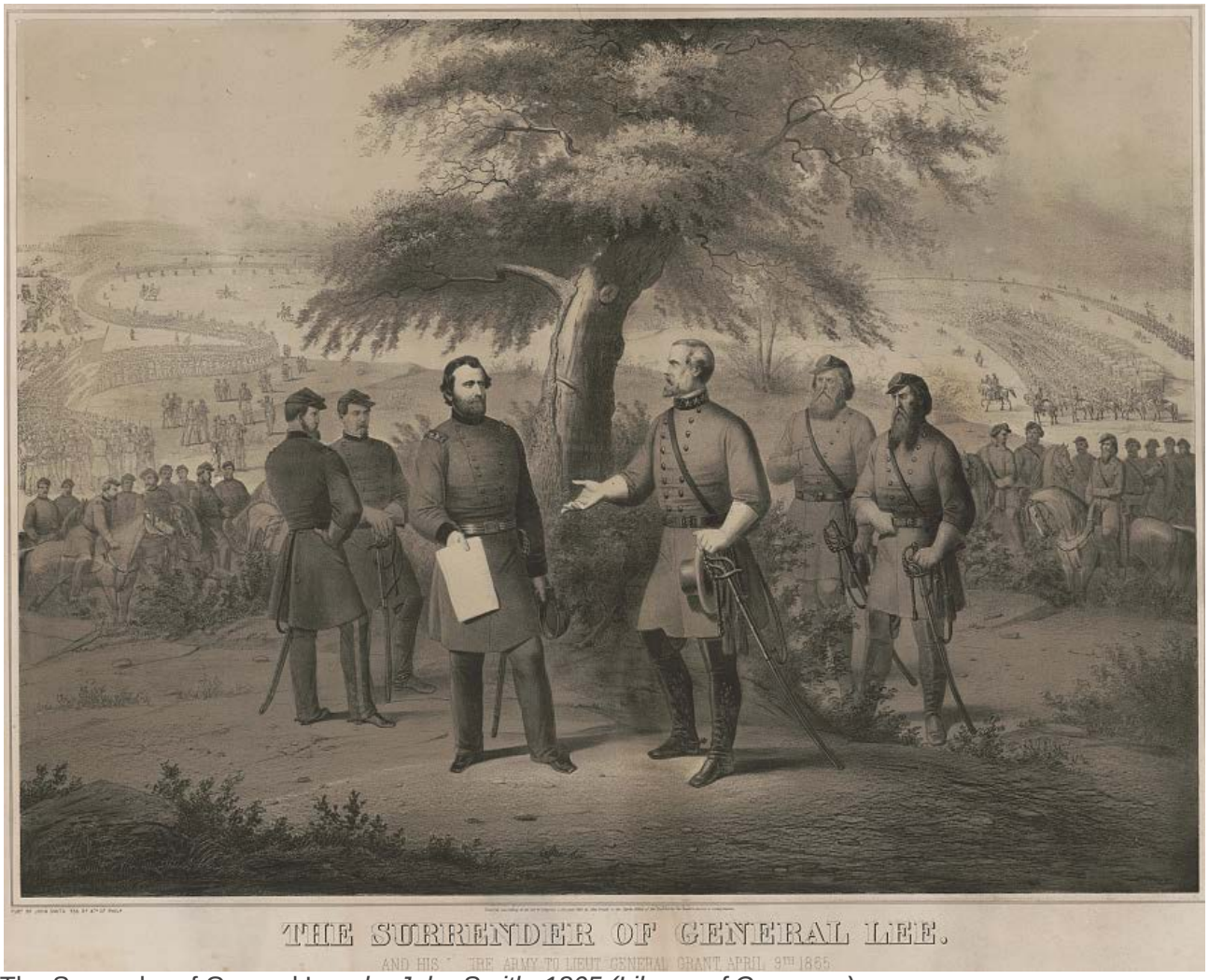
The only way to make emancipation stick, and to cleanse the nation entirely from slavery, was to amend the Constitution. There was, however, little hope of persuading Congress to adopt such an amendment, or to expect the states to ratify it, during the first two years of the war. The Emancipation Proclamation caused a political backlash among white Northerners that lost the Republicans thirty-one seats in Congress, and led to race riots in Northern cities in the summer of 1863. That December, when Congress assembled, James Ashley of Ohio introduced a resolution in the House of Representatives to amend the Constitution by abolishing slavery, followed by a similar resolution in the Senate. The Senate gave the amendment a solid 38-to-6 approval in April 1864. But after six months of debate, the proposed amendment won only 93 votes in the House, well short of the two-thirds majority required by the Constitution for amendments.

However, despite fears to the contrary, in the fall of 1864, Lincoln won reelection, and with that momentum behind him, he endorsed the proposed amendment as the only way to "meet and cover all **cavils** [*objections*]" about the abolition of slavery. In his December 1864 annual message to Congress, he called for "reconsideration and passage" of James Ashley's "proposed amendment of the Constitution, abolishing slavery throughout the United States." And when Ashley moved to reconsider the vote on January 6, 1865, Lincoln went to work, promising rewards and twisting congressional arms to get the amendment to pass.

The text of the Thirteenth Amendment is simple and concise. “Neither slavery nor involuntary servitude, except as punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.” That evening, after signing the resolution, Lincoln described the passage of the Thirteenth Amendment as an “occasion … of congratulation to the country and to the whole world.”

Guelzo, Allen, Abraham Lincoln and the Passage of the Thirteenth Amendment. (Gilder Lehrman Institute of American History)

Lesson 15:
The End of the War



The Surrender of General Lee, *by John Smith, 1865 (Library of Congress)*

Why did the Union win the Civil War?

Homework
Timeline of the Civil War, 1864–1865

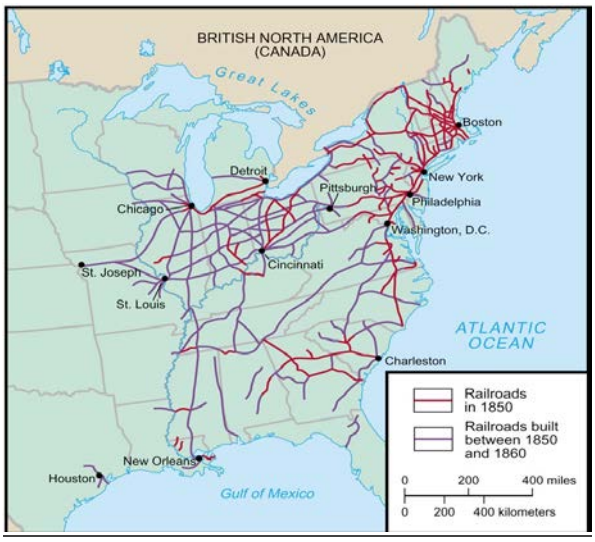
Read the "Civil War Timeline" on the National Park Service website, beginning with February 9, 1864.

Document A
Union vs. Confederacy Infographics

Union and Confederate Infrastructure

	Union	Confederacy
Population:	22,300,000	9,100,000 (3.5 million enslaved)
Factories:	110,000	18,000
Shipping (tons):	4,600,000	290,000
Workers:	1,300,000	110,000
Cotton Production:	43,000 bales	5,344,000 bales
Wheat/Corn Production:	698,000,000 bushels	314,000,000 bushels

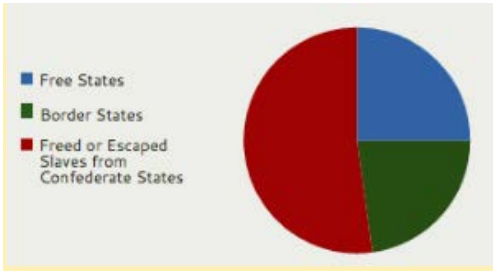
Railways and Transportation



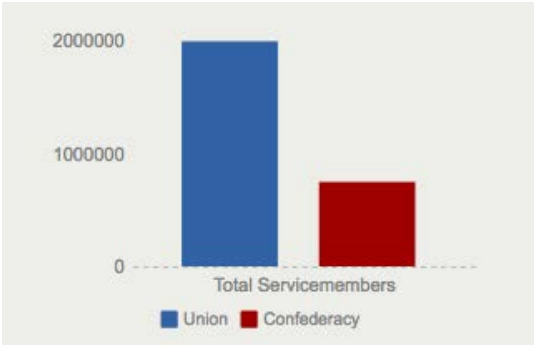
Firearm Production, 1860

Union: 97%
Confederacy: 3%

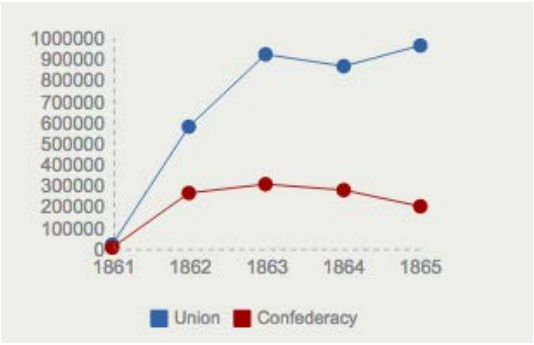
African American U.S. Troops



Total Troops, Union vs. Confederacy



Total Army Enlistments by Year



Torin, Infographic: Casualties and the Costs of the Civil War. (Gilder Lehrman Institute of American History)

Document B
Sherman's March to the Sea

In September 1864, Union General William T. Sherman and his army captured Atlanta. In an effort to prove to the Southern population the inevitability of Union victory in the war, Sherman embarked on his March to the Sea. From November to December 1864, Sherman led 60,000 troops across the state of Georgia, destroying crops and other commodities, railroads, and telegraph lines. In the process, Sherman's troops sacked homes and destroyed personal property before finally capturing Savannah on the Atlantic Coast. Below are two accounts of his march.

General Sherman to the Mayor and City Council of Atlanta

Gentlemen:

… I cannot impart to you what we propose to do, but I assert that our military plans make it necessary for the inhabitants to go away . . . . War is cruelty, and you cannot refine it; and those who brought war into our country deserve all the curses and **maledictions** [*curses*] a people can pour out. I know I had no hand in making this war, and I know I will make more sacrifices today than any of you to secure peace . . . . Once admit the Union, once more acknowledge the authority of the national Government, and instead of devoting your houses and streets and roads to the dread uses of war, I and this army become at once your protectors and supporters . . . . The only way the people of Atlanta can hope once more to live in peace and quiet at home, is to stop the war, which can only be done by admitting that it began in error and is **perpetuated** [*continued*] in pride . . . .

Yours in haste,

W. T. Sherman, Major-General commanding

A Woman's Wartime Journal (Excerpt)

November 19, 1864

… I **hastened** [*hurried*] back to my frightened servants and told them that they had better hide, and then went back to the gate to claim protection and a guard. But like demons they rush in! My yards are full. To my smoke-house, my dairy, pantry, kitchen, and cellar, like famished wolves they come, breaking locks and whatever is in my way . . . . My eighteen fat turkeys, my hens, chickens, and fowls, my young pigs, are shot down in my yard and hunted as if they were rebels themselves. Utterly powerless I ran out and appealed to the guard. "I cannot help you, Madam; it is orders."

Sherman and Unknown, 1864. Courtesy of the University of Maryland, Baltimore County, UMBC.edu.

Document C
Steven Mintz: "The Confederacy Begins to Collapse"

The following is an excerpt from the essay "The Confederacy Begins to Collapse" by historian Steven Mintz, published by the Gilder Lehrman Institute of American History.

By early 1863, the Civil War had begun to cause severe hardship on the Southern home front. Not only was most of the fighting taking place in the South, but also as the Union blockade grew more effective and the South's railroad system deteriorated, shortages grew increasingly common. In Richmond, food riots erupted in April 1863. A war department clerk wrote: "I have lost twenty pounds, and my wife and children are emaciated."

The Confederacy also suffered inflation. Fearful of losing support for the war effort, Confederate leaders refused to raise taxes to support the war. Instead, the Confederacy raised funds by selling bonds and simply printing money without gold or silver to back it. The result was skyrocketing prices. In 1863, a pair of shoes cost $125 and a coat, $350. A chicken cost $15 and a barrel of flour $275 . . . . [These] hardships on the home front generated discontent within the ranks.

Mintz, Steven, The Confederacy Begins to Collapse. (The Gilder Lehrman Institute of American History)

Document D
Lincoln's Second Inaugural Address

Lincoln's second inauguration on March 4, 1865, came as the Civil War drew to a close. But instead of a speech celebrating the victory of the North, he gave a somber speech that addressed the sacrifices that were made to end slavery. He concluded the speech to combat resentment and to reunify the Northern and Southern states.

… The prayers of both [the Union and the Confederacy] could not be answered. That of neither has been answered fully. God has His own purposes . . . . If we believe that American slavery is an offense which God sent to last for some time but now intends to end, and that God gives to both North and South this terrible war as the punishment for those who caused the offense, is this not consistent with what we believe to be true about God?

Fondly do we hope, fervently do we pray, that this mighty **scourge** [*tortue, plague*] of war may speedily pass away. Yet, if God wills that it continue until all the wealth earned by the slave's two hundred and fifty years of thankless toil shall be sunk, and until every drop of blood caused by the lash shall be paid by another man with the sword, as was said in the bible, so still it must be said "the judgments of the Lord are true and **righteous** [*virtuous*] altogether."

With **malice** [*bitterness*] toward none, with **charity** [*goodwill*] for all, with **firmness** [*strength*] in what is right as God shows us, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for the soldier who fought and for his widow and his orphan, to do all which may achieve and honor a just and lasting peace among ourselves and with all nations.

Lincoln, Abraham. Second Inaugural Address. March 4, 1865. Courtesy of The Avalon Project, Lillian Goldman Law Library, Yale Law School