
American History

The Hilldale
1776
Curriculum

ELEMENTARY SCHOOL

American History

2 units | 30-40-minute classes

OVERVIEW

Unit 1 | The American Founding

35-39 classes

LESSON 1	1763–1776	Self–Government or Tyranny
LESSON 2	1776	The Declaration of Independence
LESSON 3	1776–1783	The War of Independence
LESSON 4	1783–1789	The United States Constitution

Unit 2 | The American Civil War

33-37 classes

LESSON 1	1848–1854	The Expansion of Slavery
LESSON 2	1854–1861	Toward Civil War
LESSON 3	1861–1865	The Civil War
LESSON 4	1865–1877	Reconstruction

UNIT 1**The American Founding**

1763–1789

30-40-minute classes | 35-39 classes

UNIT PREVIEW

Structure

LESSON 1	1763–1776	Self-Government or Tyranny	9-10 classes	p. 7
LESSON 2	1776	The Declaration of Independence	4-5 classes	p. 14
LESSON 3	1776–1783	The War of Independence	9-10 classes	p. 21
LESSON 4	1783–1789	The United States Constitution	9-10 classes	p. 28
APPENDIX A	Talk about History, Study Guides, Tests, and Writing Assignment			p. 37
APPENDIX B	Primary Sources			p. 55

Why Teach the American Founding

The beginning is the most important part of any endeavor, for a small change at the beginning will result in a very different end. How much truer this is of the most expansive of human endeavors: founding and sustaining a free country. The United States of America has achieved the greatest degree of freedom and prosperity for the greatest proportion of any country's population in the history of humankind. How is it that the common American's pursuit of happiness has resulted in such exceptional outcomes over time? This phenomenon compels mindful young Americans to seek to understand how their nation has achieved such results. And America's youth could find no greater source of understanding than the history of their country's founding, starting with their forefathers' ideas, words, and deeds.

Enduring Ideas from this Unit

1. The United States is unprecedented in establishing its existence not on grounds of racial origin nor family privilege but on ideas asserted to be true of all people at all times: namely, on the equal human dignity of each person.
2. America was founded on the view that government should be controlled by the people themselves and limited to the purpose of protecting each person's natural rights and fostering the common good.
3. Regular, ordinary Americans of everyday means sacrificed their security and very lives to defend these truths about human beings and civic life against a tyranny of the most powerful nation of its day.
4. The United States Constitution's chief quality is that it allows the people to govern themselves with respect for the dignity of each person while both channeling and restraining the natural ambition of human beings to gain power and recognition.
5. The Constitution is a carefully wrought and considered document, and its original intent and structure should be honored both for the sake of our forebears, to whom we and the world owe our freedom and prosperity, and because the events of the last two hundred years have proven the Constitution's remarkable achievements time and time again.

What Teachers Should Consider

The United States of America is unprecedented in many ways in the course of human history, but most significantly in the opportunity all its citizens have to pursue unmatched conditions of freedom, security, and prosperity. The country owes its unprecedented success to an unprecedented founding, a beginning forged and canonized in the Declaration of Independence, the War of Independence, and the U.S. Constitution.

And yet, never have so many Americans known so little about this founding. As for love of country, one cannot love (or even consider loving) what one does not know.

The teaching of the American founding is perhaps the most necessary series of lessons a teacher can share with his or her students if those students intend to enjoy the benefits of living in America for the duration of their lives.

With this in mind, a teacher ought to take special care to learn the history and ideas of the American founding. Ambiguity in the teacher's own understanding, or assumptions derived from anywhere but careful scholarship and a deep reading of America's founding documents, will leave him or her unprepared to help students understand this history accurately.

The teacher might best open the unit with lessons aimed at understanding why the colonists declared independence in the first place. It was not to avoid paying taxes or about wanting to preserve slavery. (These are misconceptions at best, distortions at worst.) It was to choose—between liberty under self-government and servitude under tyranny. Class may proceed at a brisk pace through the years 1763–1776, touching on the many acts of the British and respective colonial responses to those acts. Spend time on the conflicts and battles; students should chart the gradual shift in public sentiment toward independence.

The Declaration of Independence itself deserves careful study. Such lessons may begin with stories of the writing of the Declaration. Students should read parts of the document aloud together in class, and teachers can foster extensive conversations about what it says, what it means, and why it says it. The majority of the conversation should dwell on the first, second, and final paragraphs of the Declaration. Understanding what is meant by those words is pivotal to understanding American history, what makes America an exceptional nation, and the responsibilities every American citizen has. The list of grievances should be discussed in light of the previous history that led to the Declaration.

The American War of Independence should be taught so as to fill the moral imaginations of students with images of the heroic characters and actions of its American participants. Strategy, battles, and the general arc of the war should be taught in detail, punctuated with accounts of the key moments and figures who contributed to America's ultimate victory. The ideas for which the War of Independence was fought are matched in the American memory only by the stories of those who fought for them.

When teaching the aftermath of the War of Independence up to the Constitutional Convention, teachers should make clear that America's foray into governing itself entirely independent of Great Britain initially trended toward abject failure. The Articles of Confederation ordered public affairs in a reactionary rather than prudent manner. Students should understand that the Constitutional Convention, in many respects, saved the country from another sort of tyranny: majority tyranny.

Finally, the Constitutional Convention and the Constitution itself should be studied in tandem and in detail. Students should consider carefully the Framers' intentions in how they constructed the Constitution. Students should understand that nothing in the Constitution was haphazardly decided. Given the unprecedented long-term success of the Constitution, students should appreciate that any changes to the Constitution warrant careful and complete understanding of why the Framers crafted it the way they did, as explained in their own words.

How Teachers Can Learn More

TEXTS

Land of Hope, Wilfred McClay
A Short History of the American Revolution, James Stokesbury
The Glorious Cause, Robert Middlekauff
We Still Hold These Truths, Matthew Spalding
The 1776 Report, The President's Advisory 1776 Commission

ONLINE COURSES | [Online.Hillsdale.edu](https://www.hillsdale.edu)

The Great American Story
Civil Rights in American History
Introduction to the Constitution
Constitution 101

Lesson Planning Resources

TEACHER RESOURCES

Land of Hope Young Readers' Edition, Wilfred McClay
The Story of the Thirteen Colonies and the Great Republic, H.A. Guerber
The American Revolution and Constitution, Anne Goudvis and Stephanie Harvey
Guns for General Washington, Seymour Reit
Johnny Tremain, Esther Hoskins Forbes

STUDENT RESOURCES

Liberty!, Lucille Recht Penner
The Declaration of Independence, Elizabeth Raum
The American Revolution, Bruce Bliven, Jr.
The United States Constitution, Liz Sonneborn

TRADE BOOKS AND NOVELS

Liberty or Death, Betsy Maestro
Give Me Liberty!, Russell Freedman
Guns for General Washington, Seymour Reit
Johnny Tremain, Esther Hoskins Forbes
A New Nation, Betsy Maestro
A More Perfect Union, Betsy Maestro
We The People, Lynne Cheney

PRIMARY SOURCES

“Give Me Liberty or Give Me Death!” Patrick Henry
Common Sense, Thomas Paine
Declaration of Independence
Resignation Speech, George Washington
“Liberty and Peace,” Phillis Wheatley
The United States Constitution
The Bill of Rights

**LESSON PLANS,
ACTIVITIES AND ASSIGNMENTS,
AND FORMATIVE QUIZZES**

Lesson 1 — Self-Government or Tyranny

1763–1776

9-10 classes

LESSON OBJECTIVE

Students learn how new British exertions of authority over the colonists led to the Declaration of Independence.

TEACHER PREPARATION

Create a note outline based on the following:

Student Texts

Liberty!

Pages 6–17, 26–31, 35

Primary Sources

See below.

Teacher Texts

Land of Hope Young Readers' Edition

Chapter 5

The Story of the Thirteen Colonies and the Great Republic

Pages 68–80

The American Revolution and Constitution

Pages 12–28, 34–50

Trade Books

Liberty or Death

Give Me Liberty!

Online.Hillsdale.edu

The Great American Story

Lecture 3

STUDENT PREPARATION

Assignment 1: Students look at the painting *Spirit of '76* and describe what the “spirit of 1776” was in a few sentences.

Assignment 2: Students pre-read *Liberty!*, pages 6–17, 26–31, and 35 (based on grade level reading ability).

CORE CONTENT IN THIS LESSON

Geography & Places

Boston

Lexington and Concord

Philadelphia

Ticonderoga

Independence Hall

Persons

George III
 George Washington
 Crispus Attucks
 Paul Revere
 Samuel Adams
 Benjamin Franklin

Patrick Henry
 John Adams
 Abigail Adams
 Ethan Allen
 Thomas Paine
 Thomas Jefferson

Terms and Topics

self-government
 representation
 consent
 French and Indian War
 Proclamation of 1763
 Sons of Liberty
 Declaratory Act
 Boston Massacre
 Boston Tea Party

Intolerable Acts
 First Continental Congress
 Minutemen
 Battles of Lexington & Concord
 Siege of Fort Ticonderoga
 Second Continental Congress
 Continental Army
 Battle of Bunker Hill
 Liberation of Boston

Primary Sources

“Give Me Liberty or Give Me Death!” Patrick Henry
Common Sense, Thomas Paine

To Know by Heart

“Appeal to Heaven”
 “Don’t Tread On Me”
 “Give me liberty or give me death!” — Patrick Henry
 “I am no more a Virginian, but an American!” — Patrick Henry
 “Paul Revere’s Ride,” Henry Wadsworth Longfellow
 “One if by land, two if by sea.”
 “The shot heard round the world.”
 “Concord Hymn” — Ralph Waldo Emerson
 “Don’t fire till you see the whites of their eyes!” — Israel Putnam, William Prescott, or legend

Timeline

1754–1763	French and Indian War
1770	Boston Massacre
1773	Boston Tea Party
1775	Lexington and Concord
July 4, 1776	Declaration of Independence signed

Images

Historical figures and events
 Revolutionary era flags
 Paul Revere’s Engraving of Boston Harbor under occupation

Paul Revere's Engraving of the Boston Massacre
 Independence Hall (exterior and interior)
 Battle maps and battle scene depictions
 Uniforms and arms of the Minutemen, the Continental Army soldiers, and the Redcoats
 Medical equipment
Spirit of '76 painting by Archibald Willard

STORIES FOR THE AMERICAN HEART

- Biographies and the roles of George Washington, Benjamin Franklin, Samuel Adams, Patrick Henry, Thomas Paine, and Thomas Jefferson up through 1776
- Boston Massacre
- John Adams's heroic defense of the redcoats
- Boston Tea Party
- Patrick Henry's "Give me liberty or give me death!" speech
- Paul Revere's Ride
- Minutemen at the Battles of Lexington and Concord
- Ethan Allen, Henry Knox, and the Green Mountain Boys capturing the guns from Fort Ticonderoga
- Letters of John and Abigail Adams
- John Adams's nomination of George Washington to command the Continental Army
- Battle of Bunker Hill
- Liberation of Boston
- John Adams's nomination of Thomas Jefferson to draft the Declaration of Independence

QUESTIONS FOR THE AMERICAN MIND

- Why was it good that the colonists had been allowed so much freedom to govern themselves?
- What is self-government? How was the colonists' freedom to govern themselves limited by the British?
- What was the Proclamation Line of 1763? Why were the colonists upset about it?
- What is a tax? What is it used for?
- Why were the colonists upset about new taxes?
- What were the two types of patriots? How did they resist the British differently?
- How was a boycott used by the Sons of Liberty to repeal the Stamp Act?
- How did the British try to trick the colonists into buying tea with the Tea Act?
- What did the colonists have to do for British soldiers in the colonies?
- What happened in the Boston Massacre and why?
- Why was John Adams's defense of the redcoats after the Boston Massacre heroic?
- What happened at the Boston Tea Party and why?
- What were the Intolerable Acts and why were they called such by the colonists?
- How did the First Continental Congress unify the colonies?
- How did the Sons of Liberty alert the colonists that the British were coming before Lexington and Concord?
- What happened at the Battle of Lexington and Concord?
- What was the 'shot heard round the world' and why is it called that?

- What happened at the Siege of Fort Ticonderoga?
- Even though the Patriots lost the Battle of Bunker Hill, why did it strengthen their spirit to fight?
- What happened at the Battle of Bunker Hill?
- What was George Washington like?
- What did Thomas Paine say in his pamphlet *Common Sense*? Did it change people's minds?
- What did the Second Continental Congress do?
- Questions from the U.S. Civics Test:
 - Question 77: Name one reason why the Americans declared independence from Britain.
 - Question 85: Benjamin Franklin is famous for many things. Name one.
 - Question 86: George Washington is famous for many things. Name one.

KEYS TO THE LESSON

For more than 150 years, the British colonists of North America rarely quarreled with their countrymen on the other side of the Atlantic. Then in 1763, the British began to claim new control over the colonists. What followed were thirteen years of increased tension and sometimes violent clashes leading to outright war in 1775 and, in 1776, the declaring of independence by the colonists and the formation of a new country separate from British power. This decade and a half gave birth to the nation each American citizen calls home. It is imperative that American students know the people, actions, and stories that led to the founding of their country. The chief aim of teaching these fourteen years, therefore, is to help students to understand the actions by both Great Britain and the colonists that compelled the Americans to such a separation and to found a new, unprecedented kind of country.

Teachers might best plan and teach Self-Government or Tyranny with emphasis on the following approaches:

- Read aloud together with students in class the book *Liberty!*, asking questions throughout.
- By way of background, discuss with students the significance of rights and freedoms to the colonists, appealing to students' innate sense of justice and fairness. A long English tradition of possessing certain rights or freedoms to act in certain ways had been carried over to the colonies from England. In addition to these traditional guarantees by British government, the colonists had had ample time and space in which to exercise these freedoms, including by actively governing themselves. This was owing in large part to the haphazard way in which the colonies were established and the great distance between them and Great Britain. Setting up these considerations now with students will make the subsequent infringements on the colonists' rights all the more clear.
- Have students consider the issues the British in North America faced following the French and Indian War (in Europe, the Seven Years' War), namely, the risk of further conflict (and associated costs) with Native Americans as colonists moved westward, and the massive debt that Great Britain had accumulated in the late war.
- Show how Great Britain's attempted solutions to these problems (prohibiting colonial expansion and the sudden enforcement of lax tax laws) marked the first shift in the relationship between Great Britain and the colonists and heralded the end of the period of "salutary neglect," during which American colonists had grown accustomed to practicing self-government.

- Help students see the pattern that this initial shift would grow into: attempts by the British (Parliament and, to a certain extent, King George III) to exert more control, alternating with American resistance to what they argued were infringements on their rights as Englishmen.
- Teach about the various British acts: what they were, why they were passed, how the colonists resisted, and what happened next as a consequence.
- Consider with students that self-government, or representative self-government, was at the heart of the issue. Emphasize that this was not merely a nice-sounding phrase. Instead, the colonists gradually came to recognize the following as a question of liberty or tyranny: whether they were self-governed through their elected representatives or were dictated to and controlled by a distant government in which they had no consent. Make clear that this was the question: not merely whether the colonists would have representation in Parliament (it was impractical) nor whether they had to pay taxes, but whether or not people must be controlled by the will of others in government without their free consent.
- Explain how the Americans organized themselves to engage with and resist the British, a capacity born of decades of practice in self-government and a trait of American citizens for subsequent generations. In due course, the Boston Massacre impressed on public opinion the British position's semblance to tyranny.
- Emphasize for students how there were often two competing approaches to responding to British actions: one that attempted deliberation and petition, and another that resorted to destruction of property and even tarring and feathering. In the end, the former approach prevailed, resorting to arms only as necessary to defend their assertion of rights, self-government, and liberty.
- Highlight that it was the Boston Tea Party, however, that brought issues to a head, prompting the British to respond to various actions in Massachusetts with the Intolerable Acts. Help students to consider that in five separate, odious ways, these acts show how preventing a people from governing themselves in even something as simple as a tax on paper and tea can lead to tyranny if not effectively recognized and resisted.
- Spend time illustrating how it was really across 1774–75, in response to the execution of the Intolerable Acts, that specific Founding Fathers marshaled their talents and ideas, eventually leading to declaring independence and forming a new nation by summer 1776.
- Teach in some detail the open armed conflicts at Lexington and Concord, Fort Ticonderoga, and Bunker Hill. Students should learn how these battles bolstered the patriot cause and transformed public opinion in these final two years of British rule.
- Show how and why Thomas Paine's pamphlet *Common Sense* proved decisive in shifting public opinion at the start of 1776.
- Finally, emphasize how the news in the spring of 1776—that the British had hired German mercenary soldiers to deploy against British-Americans, and were now selectively encouraging slave rebellions in the colonies, while the Continental Congress recommended that the colonies begin forming their own governments—were key factors in moving a majority of the state delegates at the Second Continental Congress to commission a committee to draft a potential declaration of independence.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Assign each student a different event to draw from the years between the French and Indian War through the Battle of Bunker Hill. Then have students arrange themselves in the correct order of events in class and have each present briefly what they drew, the story behind it, its relationship to other scenes, and why they depicted it the way they did.

Activity 2: Have students draw maps of Boston and the surrounding area. Have students trace the battles of Lexington, Concord, and Bunker Hill as well as the route taken by Paul Revere. Ask plenty of questions in the process.

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: How did the British change their treatment of the colonists after the French and Indian War? Why did they do so? (2–4 sentences)

Assignment 3: Why did the colonists argue it was unjust for Parliament to levy taxes against the colonists who had no representation in Parliament? (2–4 sentences)

Assignment 4: Retell the story of the Boston Massacre and John Adams’s role in the trial that followed (2–4 sentences).

Name _____

Date _____

Formative Quiz 1

Covering Lesson 1
10-15 minutes

MATCHING: Write the letter of each definition to the correct word it defines.

- | | |
|-----------------|--|
| _____ militia | A. a formal written request signed by several people |
| _____ massacre | B. a group that made laws for the colonies |
| _____ petition | C. a violent unjust killing of innocent people |
| _____ Minutemen | D. an armed body of citizens prepared for military service |
| _____ Congress | E. colonists ready to fight at a minute's notice |

SHORT ANSWER: Answer the following in complete sentences.

- What was being stored in Concord that the British were seeking?

- Explain the meaning of the colonists crying out “no taxation without representation.”

- Why did John Adams defend the British soldiers in the trial after the Boston Massacre?

- Why is the shot fired on the North Bridge in Concord, which killed the first British soldier, referred to as the “shot heard ‘round the world”?

- Who said this quote: “The distinctions between Virginias, Pennsylvanians, New Yorkers, and New Englanders are no more. I am not a Virginian but an American”? What does it mean?

Lesson 2 — The Declaration of Independence

1776

4-5 classes

LESSON OBJECTIVE

Students learn about the movement in favor of independence and about the drafting and signing of the Declaration of Independence. They also read the Declaration of Independence and engage in a seminar conversation about its contents and ideas.

TEACHER PREPARATION

Create a note outline based on the following:

Student Texts

The Declaration of Independence
Primary Sources

Chapter 5
See below.

Teacher Texts

Land of Hope Young Readers' Edition
The Story of the Thirteen Colonies and the Great Republic
The American Revolution and Constitution
The 1776 Report

Pages 81–82
Pages 155–160, 178–181
Pages 5–14

Trade Books

Give Me Liberty!
Liberty or Death

Online.Hillsdale.edu

The Great American Story
Introduction to the Constitution
Constitution 101
Civil Rights in American History

Lecture 3
Lectures 1, 2, 3
Lecture 2
Lectures 1, 2, 3

STUDENT PREPARATION

Assignment 1: Students pre-read *The Declaration of Independence* (based on grade level reading ability).

CORE CONTENT IN THIS LESSON

Geography & Places

Philadelphia
Independence Hall

Persons

Benjamin Franklin
John Adams

Thomas Jefferson

Terms and Topics

Laws of Nature and of Nature's
God
self-evident
natural rights
equality
unalienable
liberty

pursuit of happiness
consent of the governed
list of grievances
slavery
self-government
representation
Liberty Bell

Primary Sources

Declaration of Independence

To Know by Heart

“When in the Course of human Events, it becomes necessary for one People to dissolve the Political Bands which have connected them with another, and to assume among the Powers of the Earth, the separate and equal Station to which the Laws of Nature and of Nature's God entitle them, a decent Respect to the Opinions of Mankind requires that they should declare the causes which impel them to the Separation.

“We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as to them shall seem most likely to effect their Safety and Happiness.” — First two sentences of the Declaration of Independence

“And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.” — Final sentence of the Declaration of Independence

“We must all hang together or else we shall assuredly all hang separately.” — Benjamin Franklin

Timeline

July 2, 1776

Second Continental Congress votes for independence

July 4, 1776

Declaration of Independence signed

Images

Thomas Jefferson, Benjamin Franklin, and John Adams
 Independence Hall (exterior and interior)
 Photos or facsimiles of original Declaration of Independence
 National Archives Building and Rotunda
 Jefferson Memorial
 Statue of Thomas Jefferson (Hillsdale College campus)

STORIES FOR THE AMERICAN HEART

- The first public reading of the Declaration of Independence at the State House Yard, the tolling of the Liberty Bell, and the removal of the royal coat of arms
- The quiet in Independence Hall when the signers realized they had committed treason in the eyes of the Crown and had started down a road that was to end in death or independence or both.

QUESTIONS FOR THE AMERICAN MIND

- What is the Declaration of Independence about?
- Who was the main writer of the Declaration of Independence?
- What did the Declaration of Independence do beyond stating America's independence from Britain?
- What were the consequences for signing the Declaration and why were the men so willing to sign it?
- Why did the colonists argue they were justified in breaking away from Great Britain? What wrong had Britain done to them?
- What is a "self-evident" truth?
- What does it mean that "all men are created equal"?
- What is a natural right?
- What does "unalienable" mean?
- What is liberty (or freedom) according to the founders?
- Is liberty the same thing as doing whatever you want? Why or why not?
- Why do people create government? What is it supposed to do?
- Where does the government's power come from?
- What are the people free to do if the government fails or violates its purpose?
- Why is it special that America was created based on the words of the Declaration of Independence?
- America is a country that believes in certain ideas. What are these ideas?
- On what day do we celebrate our country's independence, its "birthday"?
- Questions from the U.S. Civics Test:
 - Question 8: Why is the Declaration of Independence important?
 - Question 9: What founding document said the American colonies were free from Britain?
 - Question 10: Name two important ideas from the Declaration of Independence and the U.S. Constitution.
 - Question 11: The words "Life, Liberty, and the pursuit of Happiness" are in what founding document?

- Question 75: What group of people was taken and sold as slaves?
- Question 77: Name one reason why the Americans declared independence from Britain.
- Question 78: Who wrote the Declaration of Independence?
- Question 79: When was the Declaration of Independence adopted?
- Question 81: There were 13 original states. Name five.
- Question 85: Benjamin Franklin is famous for many things. Name one.
- Question 87: Thomas Jefferson is famous for many things. Name one.
- Question 125: What is Independence Day?
- Question 126: Name three national U.S. holidays.

KEYS TO THE LESSON

The Declaration of Independence was not merely a renunciation of dependence on Great Britain. It was, in fact, generative. It created an entity—a nation—that stood on its own, had its own existence, and was independent of other nations. Even today, it offers guiding principles that continue to shape our arguments about the nature and limits of political authority. In brief, the Declaration of Independence created and still defines the United States of America.

Like an organizational mission statement, the Declaration is an indication of the Founders' intention, a guiding star for our political life, and a benchmark for measuring our public institutions. Americans should consider all questions concerning the public sphere in light of the truths asserted in the Declaration. The Declaration of Independence should be both the beginning and end for students' understanding of their country, their citizenship, and the benefits and responsibilities of being an American.

Referring questions of our common life to the Declaration of Independence does not mean that Americans should be forced or manipulated to believe the ideas of the Declaration to be true. But this unit asks students at least to consider *whether* the Declaration's claims are true. Indeed, Thomas Jefferson and the delegates at the Second Continental Congress addressed the Declaration of Independence not only to Americans in 1776 but also to the critical judgment of American students in the 21st Century, for, as they stated, "a decent respect to the *opinions of mankind* requires that they should declare the causes which impel them to the separation" [emphasis added]. The lasting claim of the Declaration is that there are certain *truths* about *all men* having *unalienable* rights. As a historical matter, as well, students should think about how the American founding—and the continuation of the American experiment—has succeeded or failed against its stated objectives.

Students should think about the Declaration of Independence as the foundation and even the heart of their country's existence. While a more extensive study of the Declaration should occur in later grades, including consideration of the thinkers who influenced the Founders, the historical treatment of the American Revolution deserves some conversation on the ideas of the Declaration.

Teachers might best plan and teach the Declaration of Independence with emphasis on the following approaches:

- Read aloud together with students in class the book *The Declaration of Independence*, asking questions throughout.
- Help students to see that the Founders intended to speak to them, to posit truths for their consideration and ultimate judgment. “[A] decent respect to the opinions of mankind” means that the Declaration was not merely intended as an argument about the unique situation of the colonists in 1776; the Founders submitted their claims to the judgment of all people in all times because they were asserting truths about all people in all times. This especially includes future Americans and, in this case, American students.
- Lead students through key phrases from the Declaration of Independence, especially the first and second paragraphs. Pause frequently to ask students questions.
- Help students to consider that the Founders are making assertions of the existence of objective truth by referencing “the Laws of Nature and of Nature’s God” and by describing the truths as “self-evident.” This abides by the first law of logic, that of contradiction, which is the basis of all reasoning and of our capacity to make sense of reality: i.e., that something cannot both be and not be at the same time in the same way. The use of the words “the Laws of Nature and of Nature’s God” ties truth to an external reality (nature) with fixed and reliable features (laws). “Self-evident” ties truth to fixed definitions—a “self-evident” claim is one that is true by definition of the idea in question, like the claim that a triangle has three sides. A “self-evident” truth is not merely a matter of perspective; it can be known and understood by anyone at any time.
- Ask students what the Declaration means by “all men are created equal.” For one thing, “men” means human being not males as opposed to females. Based on the totality of their writings available, the principal authors of the Declaration meant that men and women share equally in human dignity and in possession of natural rights or freedoms that are simply part of being human. A consistent application of equality would make slavery impossible—and the Second Continental Congress could scarcely have missed this point. This meaning of equality did not suggest equality in talent, property, or other accidentals to one’s humanity, qualities that are unique to a particular person and circumstance.
- Note that the mere articulation that all men are created equal was revolutionary. Compared to the degree and universality of equality we take for granted today, such a statement and contemporary limits on the principle in practice leave the Founders open to much potential criticism. For example, in general, women, men without land, and African Americans were not able to vote. But the mere fact that most men *were able* to vote was a significant departure from what was normal in the rest of the world. And even though civil equality was not universal, the statement about inherent and equal dignity of all people was unheard of at the time. Many Founders believed (and the centuries since have proven them correct) that this founding principle would allow for ever greater realizations of equality through history. In brief, were it not for the Founders’ assertion of human equality, albeit imperfectly put into practice, the kind of equality we are used to today likely would never have arisen, or certainly not from American shores.
- Ask students what the Declaration states to be the purpose of government. Students should understand the Declaration’s argument that government is created to secure the natural rights of each person.

- Ask students about the source of a government’s power. The Declaration explains that government power comes from the free consent of the people. Students should also consider the Declaration’s argument that people do not receive their rights from government, nor do they surrender their fundamental rights to it. Instead, the rights to “life, liberty, and the pursuit of happiness” are natural—they are inherent in being human—and government is delegated power by the sovereign people to secure their rights and pursue the common good. Rather than surrendering their rights to government, people create government to protect their rights. The Declaration describes these rights as “unalienable,” meaning that they cannot be relinquished or taken away, though they may be forfeited when a person violates the rights of another person, (e.g., the penalty for taking someone else’s life or liberty might be to lose your own life or liberty).
- Help students to understand what is meant by self-government: legitimate government exists to secure rights and derives its “just powers from the consent of the governed,” that is, from the citizen body. The fundamental purpose of government is clear and its powers are limited. As a result, and by design, the people have the liberty to govern themselves in most aspects of their daily lives.
- Read the list of grievances and ask students to connect some of the grievances to historical events they studied in the previous lesson. Then ask students to explain how those events violate the statements made in the first two paragraphs of the Declaration.
- Introduce the contradiction between the words of the Declaration of Independence and slavery. Talk with students about what a contradiction is and ways in which they have felt or acted in a contradictory way at home or school. The contradiction is genuine and students should rightly grapple with it. In the Constitution lesson, there will be opportunities to see how slaveholding Founders grappled with this contradiction. Here students should see how contradiction, doing both good and bad, runs through the heart of each person.
- When discussing compromises between the principled claims of the Declaration and the brutal matter of slavery, be mindful of the following:
 - The Revolution was not motivated by fear that England would abolish slavery, and there were more efforts to limit slavery by the colonists than there were in England at the time of the American Revolution.
 - Slavery was one of the few matters of disagreement among the colonial revolutionaries in their otherwise generally united challenge to England. Those who opposed slavery as well as those who favored it agreed about the growing threat of British tyranny.
 - Many of the American Founders, especially those from northern colonies, strongly opposed slavery but nevertheless accepted a temporary compromise on the issue, believing that an independent and united country would provide the best prospect for actually abolishing slavery. Without unity between northern and southern colonies, either the colonists would have lost the war, in which case slavery would simply be continued by Great Britain, or the southern colonies would have formed their own separate country, in which case the North would have no power over the South to abolish slavery. The key for the American Founders, especially those who opposed slavery, would be to continue efforts against slavery as a united country—united around the principles of the Declaration of Independence.
 - The idea that a country can be founded on a principle—rather than merely on claims of territory, tribe, or military power—is uniquely American. America’s founding principle that “all men are created equal and that they are endowed by their Creator with certain

unalienable rights” was unprecedented. Almost all recognized that the statement of the principles, despite a compromise that allowed for the pre-existing institution’s continuing existence, undermined the legitimacy of slavery.

- Many have understood the principle of equality as the enduring object or goal of American political life, with each generation seeking further to expand the conditions of political equality. This was the view of many Founders, as well as of Abraham Lincoln, abolitionists like Frederick Douglass, and civil rights leaders like Martin Luther King Jr., who called the Declaration a “promissory note to which every American was to fall heir” in his 1963 “I Have a Dream” speech.
- Slavery and the subsequent inequality and violations of the rights of the descendants of slaves, as well as of women and certain immigrants, are glaring ways in which the country has fallen short of its founding idea.
- The Declaration’s principle of equality—and the persistence and bravery of Americans of all origins to sacrifice and even die insisting that the nation should live up to the principle—has led to unprecedented achievements of human equality and the protection of equal rights.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Reenact with students the votes to declare independence and the signing of the Declaration of Independence. Divide students into thirteen groups representing the thirteen colonies. Have a roll call vote by colony and then invite each student to sign a replica Declaration of Independence. The purpose of this exercise is to help students understand the very real and very personal commitment the delegates made. Over the entire proceeding, remind students of the consequences that each of them would face if the revolution failed, and reinforce with them that it probably would fail and that these things probably would happen to them.

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: Using the first lines of the Declaration of Independence, highlight with a highlighter certain key phrases and terms and then write explanations of what these phrases mean, why they were important for the colonists’ situation, and why they are important for all people at all times (4–6 sentences).

Assignment 3: Have students learn by heart and recite the first paragraph of the Declaration of Independence. Some grade levels can learn by heart and recite the second or final paragraph as well.

Lesson 3 — The War of Independence

1776–1783

9-10 classes

LESSON OBJECTIVE

Students learn about the major figures, common soldiers, strategy, and specific battles of the American War of Independence.

TEACHER PREPARATION

Create a note outline based on the following:

Student Texts

The American Revolution
Primary Sources

Pages 63–77, 86–104, 131–147
See below.

Teacher Texts

Land of Hope Young Readers' Edition
The Story of the Thirteen Colonies and the Great Republic
The American Revolution and Constitution

Chapter 6
Pages 83–102
Pages 4, 33, 53–104,
112–121, 133–136

Trade Books & Novels

Liberty or Death
Guns for General Washington
Johnny Tremain

Online.Hillsdale.edu

The Great American Story

Lecture 4

STUDENT PREPARATION

Assignment 1: Students pre-read *The American Revolution*, pages 63–77, 86–104, 131–147 (based on grade level reading ability).

CORE CONTENT IN THIS LESSON

Geography & Places

Delaware River
Valley Forge

Yorktown

Persons

George Washington
Phillis Wheatley

John Adams
Abigail Adams

Ethan Allen
Henry Knox
Marquis de Lafayette
Baron von Steuben

Benedict Arnold
John Burgoyne
Alexander Hamilton

Terms and Topics

Patriot/Revolutionary
Tory/Loyalist
Continental Army
privateer
Brown Bess Musket
volley
Battle of New York
mercenary
Hessians
Crossing of the Delaware
Battle of Trenton

Betsy Ross Flag
Yankee Doodle
Battle of Saratoga
guerrilla warfare
ally
French Treaty of Alliance
Battle of Yorktown
Newburgh Conspiracy
American Cincinnatus
Treaty of Paris

Primary Sources

Resignation Speech, George Washington
“Liberty and Peace,” Phillis Wheatley

To Know by Heart

“These are the times that try men’s souls.” — Thomas Paine, *The Crisis*
Yankee–Doodle, first stanza
“George Washington,” Rosemary and Stephen Vincent Benet
“I only regret that I have but one life to lose for my country.” — Nathan Hale

Timeline

(1775) 1776–1783	War of Independence
July 4, 1776	Declaration of Independence signed
Christmas, 1776	Battle of Trenton
1777–78	Winter Quarters at Valley Forge
1781 (Fall)	Battle of Yorktown; Cornwallis Surrenders
1783	Treaty of Paris

Images

Historical figures
Images and uniforms of British and American officers and soldiers
Landscape pictures of geographic places featured in this lesson
Depictions of figures at various scenes and moments and in battle
“Washington Crossing the Delaware” painting
Betsy Ross Flag and other flags
Maps: overall strategies, specific battles
Relevant forts
Medical equipment

Reenactment photos
 Washington Monument
 Statue of George Washington (Hillsdale College campus)

STORIES FOR THE AMERICAN HEART

- The fates of the signers of the Declaration of Independence
- David Bushnell's submarine attack
- Washington's Crossing of the Delaware
- The American farmers joining the Battle of Saratoga
- Washington encouraging his men at Valley Forge
- Stories of Margaret Corbin, Molly Pitcher, Abigail Adams, and Martha Washington during the war
- Washington's camp acting out the *Cato* play by Joseph Addison
- Washington on horseback at the Battle of Monmouth
- Washington's dismissal of the Newburgh Conspiracy
- Story of Emily Geiger and Deborah Sampson

QUESTIONS FOR THE AMERICAN MIND

- Who was favored to win the War of Independence?
- What things were helpful to the Americans in the War of Independence?
- What things were helpful to the British in the War of Independence?
- How did the Americans think they could win the war?
- How did the British think they could win the war?
- How did soldiers fight each other?
- What things does an army need to be successful?
- Why were the Americans in trouble in the winter of 1776?
- How did Washington's military strategy build confidence in the Americans?
- What happened at the crossing of the Delaware River and the Battle of Trenton?
- How did the victory at Saratoga invite other countries to take America seriously?
- Why did the French form an alliance with the United States?
- How did the army suffer in the winter of 1777–78 and how did they regain new hope?
- What important contribution did Baron von Steuben make to the Continental Army?
- What is the legacy of Benedict Arnold in light of his actions at West Point?
- How did the Americans defeat the British at Yorktown?
- Why did the Americans win the War of Independence?
- What were the terms of the Treaty of Paris?
- Why were soldiers on the verge of mutiny in 1783? How did George Washington resolve the crisis?
- Questions from the U.S. Civics Test:
 - Question 76: What war did the Americans fight to win independence from Britain?
 - Question 80: The American Revolution had many important events. Name one.
 - Question 86: George Washington is famous for many things. Name one.
 - Question 89: Alexander Hamilton is famous for many things. Name one.
 - Question 121: Why does the flag have 13 stripes?

- Question 122: Why does the flag have 50 stars?
- Question 124: The Nation's first motto was "E Pluribus Unum." What does that mean?

KEYS TO THE LESSON

The American Revolution was truly a "David and Goliath" clash: a fledgling strand of remote colonies loosely cooperating as one through a continental, mostly citizen army, fought and won independence from the greatest military power in the world. Students should appreciate this about the war of their forefathers. They should also know key stories of the heroic actions of the leaders and the many common folk in that struggle, understand the strategies employed in general and in specific battles, and consider the key moments and factors that led the Americans to victory.

Teachers might best plan and teach the War of Independence with emphasis on the following approaches:

- Read aloud together with students in class the corresponding pages from *The American Revolution*, asking questions throughout.
- Read selections from *Guns for General Washington* and *Johnny Tremain* aloud to students in class.
- Discuss how the new states organized themselves in the Articles of Confederation. Students should understand generally how it worked and some of its problems.
- Emphasis with students how declaring independence, while no easy task in the first place, was comparatively the easy part. Fighting to prove that the new country could defend its claims to independence was a whole other matter, and one that was very much in doubt.
- Ask students to identify and compare the various advantages and disadvantages of each side at the outset of the war and how these shifted over the years. Having students take simple notes as a "T-Chart" can be effective for this part of the lesson.
- Introduce students to the contemporary style of warfare by using images, maps, and artifacts. This approach will provide a foundation for their subsequent study of battles, help them to understand what happens in battle, and allow them to appreciate the bravery of soldiers fighting on both sides.
- Help students to empathize with the common Continental Army soldier and perceive the risk facing all the colonists, especially the leaders. Conditions were truly awful at many points in the war. The prospect of imminent defeat and the dire consequences for all involved weighed heavily upon the colonists throughout the war. The leaders—the men we now consider the American Founders—would most certainly have been killed if they were captured or the war was lost. In spite of the risks, they risked everything and sacrificed much for the cause of freedom and self-government. Students should appreciate the great debt we owe them.
- Explain in general each side's strategy at various stages of the war and the tactics and battle plans employed in some important battles.
- Teach major battles with some detail, focusing on the story and its drama. Students should understand how the battles came to be, the key stories, factors, and moments from the battles themselves, and the significance of their various outcomes on subsequent events. Employ battle maps as appropriate.

- As with any conflict, draw attention to the key contributions of both leaders and common soldiers in the war. George Washington should be especially considered, not so much in his battle tactics as in his overall strategy for the war and his stirring leadership of his soldiers. Read aloud Washington’s resignation speech, presenting it as vividly as possible and helping students appreciate the significance of Washington’s character and example.
- Explain how the principles of the Declaration of Independence were already effecting change among the Americans even prior to the resolution of the war. By the end of the war, every northern state except for New York and New Jersey had explicitly outlawed slavery, and some New England colonies had allowed African Americans to vote. Students should also learn of the outsized contributions of African American soldiers in the war, with five thousand serving in the Continental Army over the course of the war and, by some accounts, African Americans composing nearly a quarter of the American forces at Yorktown.
- Read aloud Phyllis Wheatley’s “Liberty and Peace.” Consider Wheatley’s perspective on the revolution, bearing in mind her status as a former slave.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Assign each student a different event to draw from the War of Independence. Then have students arrange themselves in the correct order of events in class and have each present briefly what they drew, the story behind it, its relationship to other scenes, and why they depicted it the way they did.

Activity 2: Have students draw a map of the thirteen colonies and then draw and label strategy and battle sites of the War of Independence (this assignment can be assigned at the end of the lesson or be an ongoing assignment as battles are taught).

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: Make a T-chart. On one side, list the leadership virtues George Washington exhibited during the war. On the other side, give examples from the war in which that virtue was on display.

Assignment 3: Choose a battle from the War of Independence and retell the story of what happened in the battle (1 paragraph).

Assignment 4: Give three reasons why the Americans won the War of Independence and explain each reason (2–4 sentences).

Name _____

Date _____

Formative Quiz 2

Covering Lesson 3
10-15 minutes

MULTIPLE CHOICE: *Circle the option that best answers each question.*

1. What is an alliance?
 - a. an agreement between two countries to stop fighting
 - b. a nation neighboring a country at war
 - c. a nation that has promised to help another nation in wartime
 - d. a non-professional soldier

2. What is guerrilla warfare?
 - a. a type of irregular hit-and-run military activity
 - b. training animals to fight with your army
 - c. a children's game based on real warfare
 - d. attacking an enemy army from the side

3. Who physically wrote or penned the Declaration of Independence?
 - a. Thomas Jefferson
 - b. George Washington
 - c. Paul Revere
 - d. John Adams

4. What river did Washington and his men cross to fight in the Battle of Trenton?
 - a. Potomac River
 - b. Delaware River
 - c. Charles River
 - d. York River

5. Who was the main ally to the Americans during the war?
 - a. The French
 - b. The Dutch
 - c. The Germans
 - d. The British

SHORT ANSWER: *Answer the following in complete sentences.*

6. How did the Americans think they could win the War of Independence?

7. Why did the French form an alliance with the United States?

8. Who was Benedict Arnold and why is he well known?

9. The colonial army suffered greatly at Valley Forge, but regained their hope at the end of the winter. Name one specific hardship the army faced and one way they regained hope.

10. What important contribution did Baron von Steuben make to the Continental Army?

Lesson 4 — The United States Constitution

1783–1789

9-10 classes

LESSON OBJECTIVE

Students learn about the drafting of the Constitution, the debates within the Constitutional Convention and its ratification by the states, the political thought undergirding the Constitution, and the basic structure and powers of the federal government.

TEACHER PREPARATION

Create a note outline based on the following:

Student Texts

The United States Constitution
Primary Sources

All
See below.

Teacher Texts

Land of Hope Young Readers' Edition
The Story of the Thirteen Colonies and the Great Republic
The American Revolution and Constitution
The 1776 Report

Chapters 7 and 8
Pages 103–108
Pages 105–108,
145–149, 161–167, 183
Pages 5–25, 27–32

Trade Books

A New Nation
A More Perfect Union
We The People

Online.Hillsdale.edu

The Great American Story
Constitution 101
Civil Rights in American History

Lectures 4 and 5
Lectures 1, 2, 3, 4, 5, 6
Lectures 1, 2, 3

STUDENT PREPARATION

Assignment 1: Students pre-read *The United States Constitution* (based on grade level reading ability).

CORE CONTENT IN THIS LESSON

Geography & Places

Philadelphia
Independence Hall

Persons

James Madison
Gouverneur Morris
James Wilson

George Washington
Alexander Hamilton
Publius

Terms and Topics

Articles of Confederation
Shays' Rebellion
Constitutional Convention
Father of the Constitution
Constitution
natural rights
equality
consent of the governed
self-government
faction
majority tyranny
representation
republicanism
federalism
limited government
enumerated powers
separation of powers
checks and balances
Great Compromise
Three-Fifths Clause
legislative power
Congress

bicameralism
House of Representatives
Senate
impeachment
executive powers
Electoral College
Commander-in-Chief
veto power
judicial powers
judicial review
amendment
The Federalist
Anti-Federalists
Bill of Rights
freedom of religion
free exercise
establishment clause
freedom of speech
freedom of the press
right to assembly
right to keep and bear arms

Primary Sources

The United States Constitution
The Bill of Rights

To Know by Heart

Preamble to the U.S. Constitution
“A republic, if you can keep it.” — Benjamin Franklin
“If men were angels, no government would be necessary.” — *Federalist* 10
First Amendment

Timeline

September 17, 1787	Constitutional Convention concludes (Constitution Day)
1789	Constitution takes effect; George Washington elected president

Images

Paintings of historical figures and events
 Depictions of scenes from the Constitutional Convention
 Photographs of Independence hall (exterior and interior)
 Photos or facsimiles of the original Articles of Confederation, Constitution, *Federalist*, and Bill of Rights
The Signing of the American Constitution painting, Samuel Knecht
 Statue of James Madison (Hillsdale College campus)
 National Archives Building and the Rotunda for the Charters of Freedom
 Paintings by Barry Faulkner in the Rotunda for the Charters of Freedom

STORIES FOR THE AMERICAN HEART

- Benjamin Franklin’s story about the sun on George Washington’s chair being a sunrise for the country
- Benjamin Franklin’s reply to a woman’s question about what the Constitutional Convention had created: “A republic, if you can keep it,” and what this means

QUESTIONS FOR THE AMERICAN MIND

- What is government and what is its purpose?
- Why were the Articles of Confederation not able to protect the rights of Americans?
- What was Shays’ Rebellion and why did it worry the founders?
- What is a constitution and what does it do?
- Who was the main thinker behind the Constitution, known as the “Father of the Constitution”?
- How are the Declaration of Independence and the Constitution connected?
- What was *The Federalist*, what was its purpose, and why do we still read it?
- Did the founders think the way people are changes over time or that it doesn’t change? (talking about people in general, not necessarily in each person’s own life)
- How did the founders think people tended to be: good, bad, smart, mistaken, a mixture of all of the above?
- Why were the founders worried about people who have power over others?
- Why did the founders believe it was so important to make sure people agreed to rules and laws that government made?
- Why were the founders so worried about people becoming angry with each other and dividing into groups or factions?
- What were the founders so worried that a group of most people would do to a group of few people (majority tyranny)?
- Why did the founders believe that having a big country with many different views would help make sure that one group would not makes laws to hurt another group?
- What were some things that the delegates at the Constitutional Convention disagreed about?
- Why did the founders think it was important to make sure that power in the government, or control over others, was divided among different groups instead of all held by one person or group?
- What is a representative democracy (or a democratic republic, or constitutional republic)?
- What is federalism and how does it divide power?

- What are the levels of government? How is each organized?
- What is the separation of powers and how does it divide power?
- What does the legislative power allow Congress to do?
- What does the executive power allow the President to do?
- What does the judicial power allow the Supreme Court to do?
- How are members of Congress, the President, and the Supreme Court each chosen?
- How does a bill become a law?
- Why does the Constitution make it so hard for it to be changed?
- Did everyone think the Constitution was a good idea? Why not?
- What does the Bill of Rights do and why?
- What is freedom of religion and why is it important?
- What is freedom of speech and why is it important?
- What is the right to assembly and why is it important?
- What is the right to bear arms and why is it important?
- What is due process and why is it important?
- What does each elected or appointed person swear to do for the Constitution?
- Who controls the Constitution?
- What are the various responsibilities of U.S. citizens?
- Questions from the U.S. Civics Test:
 - Question 1: What is the form of government of the United States?
 - Question 2: What is the supreme law of the land?
 - Question 3: Name one thing the U.S. Constitution does.
 - Question 4: The U.S. Constitution starts with the words “We the People.” What does “We the People” mean?
 - Question 6: What does the Bill of Rights protect?
 - Question 10: Name two important ideas from the Declaration of Independence and the U.S. Constitution.
 - Question 13: What is the rule of law?
 - Question 14: Many documents influenced the U.S. Constitution. Name one.
 - Question 82: What founding document was written in 1787?
 - Question 83: The Federalist Papers supported the passage of the U.S. Constitution. Name one of the writers.
 - Question 84: Why were the Federalist Papers important?
 - Question 86: George Washington is famous for many things. Name one.
 - Question 88: James Madison is famous for many things. Name one.
 - Question 89: Alexander Hamilton is famous for many things. Name one.

KEYS TO THE LESSON

“[I]t seems to have been reserved to the people of this country, by their conduct and example, to decide the important question, whether societies of men are really capable or not of establishing good government from reflection and choice, or whether they are forever destined to depend for their political constitutions on accident and force.” Thus wrote Alexander Hamilton in the opening paragraph of *Federalist* 1 in support of the newly proposed United States Constitution. Indeed, it is the Constitution that gives institutional form to the principles of the Declaration of Independence. It is, as Abraham Lincoln would

later express it, the “frame of silver” meant to adorn and, most importantly, to protect the “apple of gold” that is the Declaration of Independence and the truths it asserts. The Constitution is the vehicle for the American experiment in self-government.

Study of the Constitution and of the history of its creation shows students *how* and *that* human beings are able to govern themselves in freedom, securing the equal protection of rights and the dignity of each person through reflection, deliberation, and choice. This is a significant thing for students to grasp, for if a constitution cannot achieve these ends, then force and violence are the only alternatives left to mankind.

Students should understand the main ideas and the basic structure of the Constitution and the government it established, and know the stories from the Constitutional Convention and the ratification debates.

Teachers might best plan and teach the Constitution with emphasis on the following approaches. While the length of this advice is larger than advice for other lessons, it is owing to the ease with which so many features of the Constitution can be taught incorrectly, with significant consequences. Therefore, this advice includes many corrections to common misconceptions that can be quickly addressed in class.

- Read aloud together with students in class the book *The United States Constitution*, asking questions throughout.
- Review briefly the structure of the Articles of Confederation and the issues that emerged under such a structure during the War of Independence, especially the debt cancellation laws by states (a clear example of majority tyranny), varieties of currencies, interstate trade barriers, separate agreements between states and foreign powers, the inability to enforce the Treaty of Paris against the British with respect to western territories, and Shays’ Rebellion.
- Lead students through the process of the Constitutional Convention. Help them see that the Convention was arranged to ensure that all the states were able to speak and be represented. Through stories of the various debates and compromises, explain the difficulty of establishing a government that would satisfy all parties.
- Describe the environment and people of the Constitutional Convention, as well as the history and tone of the ratification debate that followed.
- Read and talk about certain key phrases from the Constitution with particular attention to the Preamble and the structure of government that the Constitution establishes.
- Clarify that the Constitution establishes a republic, not a democracy. In a pure democracy the people make all legislative decisions by direct majority vote; in a republic, the people elect certain individuals to represent their interests in deliberating and voting. The deliberations and voting record of representatives should usually reflect but should also be more refined than that of the entire people voting directly. Sometimes this distinction is described in terms of direct democracy vs. representative democracy.
- Explain the importance of the principles of separation of powers and federalism, and why these ideas are central to the Constitution’s safeguards against the corrupting tendency of power.
- Consider how the Constitution repeatedly structures federal institutions to refine and enlarge the will of the people.
- Explain how the House of Representatives is meant to be a more dynamic and immediate expression of the people’s will, while the Senate is meant to be more deliberative and circumspect.

- Emphasize that the Framers of the Constitution were chiefly concerned with allowing the will of the majority to rule—thereby guaranteeing the consent of the governed—while still preserving the rights of the minority and thereby securing justice.
- Describe the American Founders’ understanding of human nature. They understood human nature to be fixed and unchanging, good but also flawed and tending toward corrupting power. In response to human nature, government must guard against the opposite dangers of lawlessness and tyranny, accounting for the realities of human nature and rejecting the possibility of utopia.
- Show how the Constitution does not deny, demonize, or elevate human nature, but rather seeks to channel the powers of human beings into constructive institutions while mitigating man’s baser tendencies. In brief, the Constitution is constructed on a deep and accurate understanding of fixed human nature born of the Founders’ knowledge of history, their own experience, and their prudence.
- Ask about the source and purpose of a government’s power. Review how the Declaration of Independence claims that government power comes from the free consent of the people, and ask students to identify whether and how the Constitution accomplishes that goal.
- Teach in general terms the structure, makeup, and powers of each branch of government and explain why the Founders made them so. Students should understand the basics of how each branch works, how they work together, and how the branches check and balance one another.
- Discuss the areas in the Constitution that limited slavery. Though the Constitution did not abolish slavery, it did place more limits on slavery on a national scale than had previously existed. Indeed, adopting the Constitution was one of the first significant moves to restrict slavery anywhere in the world at that time. Moreover, as Frederick Douglass and Abraham Lincoln would later acknowledge, the Constitution placed slavery on the path to extinction.
- If students can follow its distinctions and logic, clarify the arguments of northerners and southerners concerning the Three-Fifths Clause. The clause is not about the humanity of slaves; it is strictly about how much representation a slave will give southern states in Congress and the Electoral College. The great hypocrisy of the southerners was refusing to acknowledge the rights and personhood of slaves while insisting that they be counted as persons for purposes of representation *only*—thereby giving the South more weight in Congress and in presidential elections. Northerners sought to limit the harm by calling their bluff, requiring them either (i) to treat slaves as persons and citizens and count them for representation purposes or (ii) deny their humanity and relinquish the corresponding votes. Giving the South fewer votes meant giving them less power to perpetuate the institution of slavery. Additionally, students should understand that the compromise over the Three-Fifths Clause was to secure southern support for the Constitution, without which the country would become disunited, slavery would continue uninhibited in the separate South, and the North would have no power to restrict or eliminate slavery there.
- Remind students that the international slave trade was unlimited in the states until the passage of the Constitution, which allowed for it to be outlawed in 1808 (which it was) and for Congress to discourage it by imposing tariffs on the slave trade in the meantime. Students should understand that without allowing the twenty-year delay, the power to abolish the slave trade would not have been granted in the first place.
- Consider the significance of the Constitution not using the word “slave” and instead using “person.” Refusing to use the word “slave” avoided giving legal legitimacy to slavery. Even Article IV, Section 2, Clause 3 emphasizes that slavery was legal based on certain state, not federal, laws.

The use of the word “person” forced even southerners to recognize the humanity of the slave: that he or she was in fact a human person, not property.

- Consider the sectional or regional nature of views on slavery during the founding. Many northern Founders (e.g., John Adams, Benjamin Rush, and Gouverneur Morris) spoke and wrote extensively on the immorality of slavery and its need to be abolished, some of whom (e.g., John Jay, Alexander Hamilton, and Benjamin Franklin) founded or served in abolitionist societies. Even among the southern Founders who supported slavery and owned slaves, several leading Founders expressed regret and fear of divine retribution for slavery in America (e.g., Thomas Jefferson and James Madison). Some freed their slaves as well, such as George Washington, who famously manumitted Mount Vernon’s slaves in his will.
- Note the belief of many Founders, based on the evidence at the time, that slavery was naturally on the way to extinction. Public opinion had steadily grown against it; the principles of the Declaration of Independence and Revolution would continue to be a force toward realizing equality; and the Constitution had further restricted slavery, permitted further restrictions by holding the union together, and kept slavery on its path to extinction.
- Teach students about the Anti-Federalists’ concerns with the Constitution, the arguments for and against a Bill of Rights, and how the Federalists ultimately convinced states to ratify the Constitution (provided that a Bill of Rights was included).
- Help students understand why each of the rights found in the Bill of Rights corresponds to the preservation of life, liberty, and the pursuit of happiness, and how these rights answer some of the grievances in the Declaration of Independence as well as the problems under the Articles of Confederation. Especially consider the 1st, 2nd, 5th, and 10th Amendments.
- Finally, tell about the first elections, meetings of the Electoral College, and George Washington’s inauguration in 1789.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Divide students into a large group (the people), a medium-sized group (the House of Representatives), and a small group (the Senate). Have the people come up with a policy idea and propose it to the House of Representatives and the Senate. Then have each group discuss their idea one group at a time while everyone else listens. Students should understand how the size and talents of the students in each group changes the nature of the discussions. Students should see how representation in general allows for a more refined and broader consensus on ideas while the Senate provides the greatest opportunity for reflection and careful conversation. These are the virtues of representation and the democratic republican form of government the Constitution establishes.

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: Explain to someone who argues that the government should be more active and powerful what the founders would have said in response and why (2–4 sentences).

Assignment 3: The writers of the Constitution wanted all American citizens to be self-governed. What does it mean to self-govern yourself? (2–4 sentences)

Assignment 4: Have students learn by heart and recite the Preamble to the Constitution.

Assignment 5: Explain why each of the five rights outlined in the First Amendment are important (5–6 sentences).

APPENDIX A

Talk about History

Study Guides

Tests

Writing Assignment

TALK ABOUT HISTORY

Student Name: _____

Due: _____

Story/Lesson from History: _____

1. Who/what did you learn about in history class today?

Student Answer: _____

2. Who were the most important characters in the story?

Student Answer: _____

3. Tell me more about one of those characters.

Student Answer: _____

4. Tell me about the most exciting/interesting part of the story today.

Student Answer: _____

Parent Signature: _____

Date: _____

TALK ABOUT HISTORY

Student Name: _____

Due: _____

Story/Lesson from History: _____

1. Who/what did you learn about in history class today?

Student Answer: _____

2. Who were the most important characters in the story?

Student Answer: _____

3. Tell me more about one of those characters.

Student Answer: _____

4. Tell me about the most exciting/interesting part of the story today.

Student Answer: _____

Parent Signature: _____

Date: _____

Study Guide — Unit 1, Test 1

Lesson 1 | Self-Government or Tyranny
Lesson 2 | The Declaration of Independence

Test on _____

TIMELINE

When given dates in order, match events from a list to the years or dates that they happened.

1770	Boston Massacre
1773	Boston Tea Party
July 4, 1776	Declaration of Independence signed

PERSONS

Identify each, provide biographical details, and explain what he or she thought or did in specific periods or events.

George III	Paul Revere	Thomas Paine
George Washington	Benjamin Franklin	Thomas Jefferson
Patrick Henry	John Adams	
Crispus Attucks	Abigail Adams	

TERMS AND TOPICS

Identify each and explain its significance to the period of history studied.

self-government	Sons of Liberty	<i>Common Sense</i>
representation	Boston Tea Party	Bunker Hill
petition	Intolerable Acts	self-evident
militia	Committee of	natural rights
mercenary	Correspondence	equality
boycott	Continental Army	unalienable
treason	Minutemen	pursuit of happiness
Proclamation Line	Redcoats	Patriot/Revolutionary
Stamp Act	Lexington & Concord	Tory/Loyalist

STORIES FOR THE AMERICAN HEART

Be familiar with each of the following stories.

- Biographies and the roles of George Washington, John Adams, and Thomas Jefferson up through 1776
- Boston Massacre
- Boston Tea Party
- Minutemen at the Battles of Lexington and Concord
- Battle of Bunker Hill

QUESTIONS FOR THE AMERICAN MIND

Based on notes from lessons and conversations, answer each of the following.

- Why was it good that the colonists had been allowed so much freedom to govern themselves?
- Why were the colonists upset about new taxes?
- What were the two types of patriots? How did they resist the British differently?
- Why was John Adams's defense of the redcoats after the Boston Massacre heroic?
- What were the Intolerable Acts and why were they called such by the colonists?
- How did the Sons of Liberty alert the colonists that the British were coming before Lexington and Concord?
- What was the 'shot heard round the world' and why is it called that?
- Even though the Patriots lost the Battle of Bunker Hill, why did it strengthen their spirit to fight?
- What did the Second Continental Congress do?
- What is the Declaration of Independence about?
- Who was the main writer of the Declaration of Independence?
- What were the consequences for signing the Declaration and why were the men so willing to sign it?
- What is a "self-evident" truth?
- What does it mean that "all men are created equal"?
- What is a natural right?
- Why do people create government? What is it supposed to do?

Name _____

Date _____

The American Founding — Test 1

Lesson 1 | Self-Government or Tyranny

Lesson 2 | The Declaration of Independence

TIMELINE: Write the letter of each event next to the date or years it took place.

- | | | |
|--------------|-------|---------------------------------------|
| 1770 | _____ | A. Boston Massacre |
| 1773 | _____ | B. Boston Tea Party |
| July 4, 1776 | _____ | C. Declaration of Independence signed |

MATCHING: Write the letter of each definition to the correct word it defines.

- | | |
|-----------------------------------|--|
| _____ Proclamation Line | A. a body of armed citizens prepared for military service at any time |
| _____ representation | B. a group of colonists who used protest and sometimes violence to resist the British |
| _____ Sons of Liberty | C. a soldier from another country you can hire to fight |
| _____ boycott | D. an attempt by the British to prevent colonial settlement beyond the Appalachian Mountains to avoid conflict with Native Americans |
| _____ Boston Tea Party | E. an organized campaign in which people refuse to have any dealings with a particular group or country in order to force a change of policy |
| _____ militia | F. the ability for people to choose those who make laws for them |
| _____ <i>Common Sense</i> | G. the group of colonial representatives who voted to declare independence from Great Britain |
| _____ Second Continental Congress | H. Thomas Paine’s influential pamphlet that convinced more Americans to declare independence |
| _____ mercenary | I. when colonists destroyed British tea in response to British restrictions and monopolies |

MULTIPLE CHOICE: *Circle the option that best answers each question.*

1. What did colonists call the shooting of civilians in Boston by British soldiers after the Redcoats were attacked by the mob?
 - a. The Boston Tea Party
 - b. The Battle of Bunker Hill
 - c. The Olive Branch Petition
 - d. The Boston Massacre

2. On the night of Paul Revere's ride, what were the British soldiers sent to do?
 - a. surrender to the colonists
 - b. arrest John Hancock and Samuel Adams and take the Minutemen's supplies
 - c. take the Minutemen's supplies
 - d. Both b and c

3. Who stated, "I am no longer a Virginian but an American"?
 - a. Benedict Arnold
 - b. General Cornwallis
 - c. George Washington
 - d. Patrick Henry

4. What was the name of the battle outside Boston in which the colonists only retreated because they ran out of ammunition, inflicting heavy losses on the British in the process?
 - a. Bunker Hill
 - b. Lexington
 - c. Concord
 - d. Fort Ticonderoga

5. Who was chosen as Commander in Chief of the Continental Army?
 - a. John Adams
 - b. Benjamin Franklin
 - c. Sam Adams
 - d. George Washington

6. Who physically wrote or penned the Declaration of Independence?
 - a. Thomas Jefferson
 - b. George Washington
 - c. Paul Revere
 - d. John Adams

STORIES FOR THE AMERICAN HEART: *Tell me about the battles of Lexington and Concord.*

QUESTIONS FOR THE AMERICAN MIND: *Answer the following in complete sentences.*

7. Why were the colonists upset about new taxes?

8. What were the Intolerable Acts and why were they called such by the colonists?

9. What is the Declaration of Independence about?

10. What does it mean that “all men are created equal”?

11. Why do people create government? What is it supposed to do?

Study Guide — Unit 1, Test 2

Lesson 3 | The War of Independence

Lesson 4 | The Constitution

Test on _____

TIMELINE

When given chronological dates, match events from a list to the years or dates that they happened.

1775–1783	War of Independence
1776 (Christmas)	Crossing the Delaware/Battle of Trenton
September 17, 1787	Constitutional Convention concludes (Constitution Day)

PERSONS

Identify each, provide biographical details, and explain what he or she thought or did in specific periods or events.

George III	Baron von Steuben	James Madison
George Washington	Benedict Arnold	Publius
Ethan Allen	Charles Cornwallis	
Henry Knox	Alexander Hamilton	

TERMS AND TOPICS

Identify each and explain its significance to the period of history studied.

ally	Shays' Rebellion	executive powers
guerrilla warfare	delegate	President
volley	Constitutional Convention	judicial powers
Hessians	Father of the Constitution	Supreme Court
Betsy Ross Flag	Constitution	amendment
Yankee Doodle	majority tyranny	Three-Fifths Compromise
Trenton	republicanism	<i>The Federalist Papers</i>
Saratoga	limited government	Bill of Rights
France	separation of powers	freedom of religion
Yorktown	checks and balances	freedom of speech
Newburgh Conspiracy	compromise	right to bear arms
American Cincinnatus	legislative power	
Northwest Ordinance	Congress	

STORIES FOR THE AMERICAN HEART

Be familiar with each of the following stories.

- Washington's Crossing of the Delaware
- The American farmers joining the Battle of Saratoga
- Washington encouraging his men at Valley Forge
- Washington's dismissal of the Newburgh Conspiracy
- Benjamin Franklin's reply to a woman's question about what the Constitutional Convention had created: "A republic, if you can keep it," and what this means

QUESTIONS FOR THE AMERICAN MIND

Based on notes from lessons and conversations, answer each of the following.

- How did soldiers fight each other in the War of Independence?
- How did Washington's military strategy build confidence in the Americans?
- What happened at the crossing of the Delaware River and the Battle of Trenton?
- Why did the French form an alliance with the United States?
- How did the army suffer in the winter of 1777–78 and how did they regain new hope?
- What important contribution did Baron von Steuben make to the Continental Army?
- How did the Americans defeat the British at Yorktown?
- Why did the Americans win the War of Independence?
- What is a constitution and what does it do?
- Why did the founders think it was important to make sure that power in the government, or control over others, was divided among different groups instead of all held by one person or group?
- What is federalism and how does it divide power?
- What is the separation of powers and how does it divide power?
- What does the legislative power allow Congress to do?
- What does the executive power allow the President to do?
- What does the judicial power allow the Supreme Court to do?
- What does the Bill of Rights do and why?
- What is freedom of speech and why is it important?
- What is the right to bear arms and why is it important?
- What is due process and why is it important?

Name _____

Date _____

The American Founding — Test 2

Lesson 3 | The War of Independence

Lesson 4 | The Constitution

TIMELINE: Write the letter of each event next to the date or years it took place.

- | | | |
|------------------|-------|--|
| 1775–1783 | _____ | A. Constitutional Convention concludes |
| 1776 (Christmas) | _____ | (Constitution Day) |
| Sept. 17, 1787 | _____ | B. Crossing the Delaware/Battle of Trenton |
| | | C. War of Independence |

MATCHING: Write the letter of each definition to the correct word it defines.

- | | |
|------------------------------------|---|
| _____ guerrilla warfare | A. a law that outlawed slavery in the west and established public schools |
| _____ Newburgh Conspiracy | B. a plan to overthrow the new Congress and make George Washington King of America |
| _____ Northwest Ordinance | C. a series of newspaper articles in favor of the Constitution and which explains it |
| _____ Constitutional Convention | D. an agreement in the Constitution where northerners did not allow slaves to count fully for representation in southern states because southerners wouldn't treat them as people |
| _____ majority tyranny | E. fighting by hiding from the enemy and surprising them with an attack when they are unprepared |
| _____ 3/5 Compromise | F. how the Bill of Rights makes sure government does not stop people from defending themselves |
| _____ <i>The Federalist Papers</i> | G. the meeting of colonial leaders to draft a new plan for government |
| _____ right to bear arms | H. when a larger group of people violates the freedom of a smaller group of people |

MULTIPLE CHOICE: *Circle the option that best answers each question.*

1. Which country was so impressed by the American victory in the Battle of Saratoga that they formed an alliance to help the Americans against the British?
 - a. Russia
 - b. Germany
 - c. Italy
 - d. France

2. What was the final battle of the war in which General Cornwallis surrendered to the Americans?
 - a. Yorktown
 - b. Bunker Hill
 - c. Cowpens
 - d. Saratoga

3. Who is known as the “American Cincinnatus” for not using his power to take over America?
 - a. Thomas Jefferson
 - b. John Jay
 - c. George Washington
 - d. John Adams

4. Who is known as the “Father of the Constitution”?
 - a. George Washington
 - b. James Madison
 - c. Benjamin Franklin
 - d. Alexander Hamilton

BRANCHES OF GOVERNMENT: *Fill in the boxes below with the name of the correct branch of government.*

Name of Branch	Name of Office/Institution	Responsibilities
	President	Enforces Laws
	Congress	Makes Laws
	Supreme Court	Settles Disputes Over Laws

STORIES FOR THE AMERICAN HEART: *Tell me about the Winter at Valley Forge.*

QUESTIONS FOR THE AMERICAN MIND: *Answer the following in complete sentences.*

5. What happened at the crossing of the Delaware River and the Battle of Trenton?

6. What is a constitution and what does it do?

7. Why did the founders think it was important to make sure that power in the government, or control over others, was divided among different groups instead of all held by one person or group?

8. What is federalism and how does it divide power?

9. What does the Bill of Rights do and why?

APPENDIX B

Primary Sources

Patrick Henry

Thomas Paine

The Second Continental Congress

George Washington

Phillis Wheatley

The American People

PATRICK HENRY, DELEGATE TO THE SECOND VIRGINIA CONVENTION**On the Resolution for a State of Defense**

SPEECH EXCERPTS

March 23, 1775

St. John's Episcopal Church | Richmond, Virginia

Give Me Liberty or Give Me Death

BACKGROUND

Just weeks before the battles of Lexington and Concord in Massachusetts, Patrick Henry delivered this speech in support of raising a company of cavalry or infantry in every Virginian county.

ANNOTATIONS**NOTES & QUESTIONS**

Mr. President:

- 5 No man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the House. But different men often see the same subject in different lights; and, therefore, I hope it will not be thought disrespectful to those gentlemen if, entertaining as I do opinions of a character very opposite to theirs, I shall speak forth my sentiments freely and without reserve. This is no time for ceremony.
- 10 The question before the House is one of awful moment to this country. For my own part, I consider it as nothing less than a question of freedom or slavery; and in proportion to the magnitude of the subject ought to be the freedom of the debate. It is only in this way that we can hope to arrive at truth, and fulfill the great responsibility which we hold to God and our country. Should I keep back my opinions at such a time, through fear of giving offense,
- 15 I should consider myself as guilty of treason towards my country, and of an act of disloyalty toward the Majesty of Heaven, which I revere above all earthly kings....

Sir, we have done everything that could be done to avert the storm which is now coming

Patrick Henry, "Speech on a Resolution to Put Virginia into a State of Defense," in *American Patriotism*, ed. Sellim Peabody (New York: American Book Exchange, 1880), 108-110.

ANNOTATIONS

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on. We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the throne, and have implored its interposition to arrest the tyrannical hands of the ministry and Parliament. Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and
5 we have been spurned, with contempt, from the foot of the throne!

In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free—if we mean to preserve inviolate those inestimable privileges for which we have been so long contending—if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which
10 we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained—we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of hosts is all that is left us!...

Sir, we are not weak if we make a proper use of those means which the God of nature hath placed in our power. Three millions of people, armed in the holy cause of liberty, and in
15 such a country as that which we possess, are invincible by any force which our enemy can send against us.

Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no
20 election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable—and let it come! I repeat it, sir, let it come.

It is in vain, sir, to extenuate the matter. Gentlemen may cry, peace, peace—but there is no
25 peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery?

Give Me Liberty or Give Me Death
Patrick Henry

ANNOTATIONS

NOTES & QUESTIONS

Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

THOMAS PAINE*Common Sense*

PAMPHLET EXCERPT

January 10, 1776
Philadelphia, Pennsylvania

BACKGROUND

After outright conflict the previous year at Lexington and Concord and Bunker Hill, and with Boston occupied by the British army and navy, Thomas Paine wrote this pamphlet on the relationship between the British and the American colonists.

ANNOTATIONS**NOTES & QUESTIONS****Introduction**

- 5 PERHAPS the sentiments contained in the following pages are not yet sufficiently fashionable to procure them general favor. A long habit of not thinking a thing wrong gives it a superficial appearance of being right, and raises at first a formidable outcry in defense of custom. But tumult soon subsides. Time makes more converts than reason.

- 10 As a long and violent abuse of power is generally the means of calling the right of it in question (and in matters too which might never have been thought of, had not the sufferers been aggravated into the inquiry), and as the King of England hath undertaken in his own Right to support the Parliament in what he calls Theirs, and as the good people of this country are grievously oppressed by the combination, they have an undoubted privilege to inquire into the pretensions of both, and equally to reject the usurpation of either. . . .

- 15 The cause of America is in a great measure the cause of all mankind. Many circumstances hath and will arise which are not local, but universal, and through which the principles of

Thomas Paine, *The Writings of Thomas Paine*, Vol. 1, ed. Moncure Daniel Conway (New York: G.P. Putnam's Sons, 1894).

ANNOTATIONS

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all Lovers of Mankind are affected, and in the event of which their Affections are interested. The laying a Country desolate with Fire and Sword, declaring War against the natural rights of all Mankind, and extirpating the Defenders thereof from the Face of the Earth, is the Concern of every Man to whom Nature hath given the Power of feeling; of which Class, 5 regardless of Party Censure, is the AUTHOR.

Thoughts on the Present State of American Affairs.

In the following pages I offer nothing more than simple facts, plain arguments, and common sense: and have no other preliminaries to settle with the reader, than that he will divest himself of prejudice and prepossession, and suffer his reason and his feelings to determine 10 for themselves: that he will put on, or rather that he will not put off, the true character of a man, and generously enlarge his views beyond the present day....

It is the good fortune of many to live distant from the scene of present sorrow; the evil is not sufficiently brought to their doors to make them feel the precariousness with which all American property is possessed. But let our imaginations transport us a few moments to 15 Boston; that seat of wretchedness will teach us wisdom, and instruct us for ever to renounce a power in whom we can have no trust. The inhabitants of that unfortunate city who but a few months ago were in ease and affluence, have now no other alternative than to stay and starve, or turn out to beg. Endangered by the fire of their friends if they continue within the city, and plundered by the soldiery if they leave it, in their present situation they are 20 prisoners without the hope of redemption, and in a general attack for their relief they would be exposed to the fury of both armies...

No man was a warmer wisher for a reconciliation than myself, before the fatal nineteenth of April, 1775, but the moment the event of that day was made known, I rejected the hardened, sullen-tempered Pharaoh of England for ever; and disdain the wretch, that with the 25 pretended title of FATHER OF HIS PEOPLE can unfeelingly hear of their slaughter, and composedly sleep with their blood upon his soul.

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But admitting that matters were now made up, what would be the event? I answer, the ruin of the Continent. And that for several reasons.

First. The powers of governing still remaining in the hands of the King, he will have a negative over the whole legislation of this Continent. And as he hath shown himself such an inveterate enemy to liberty, and discovered such a thirst for arbitrary power, is he, or is he not, a proper person to say to these colonies, *You shall make no laws but what I please!*? And is there any inhabitant of America so ignorant as not to know, that according to what is called the *present constitution*, this Continent can make no laws but what the king gives leave to; and is there any man so unwise as not to see, that (considering what has happened) he will suffer no law to be made here but such as suits *his* purpose? We may be as effectually enslaved by the want of laws in America, as by submitting to laws made for us in England. . . .

Secondly. That as even the best terms which we can expect to obtain can amount to no more than a temporary expedient, or a kind of government by guardianship, which can last no longer than till the Colonies come of age, so the general face and state of things in the interim will be unsettled and unpromising. Emigrants of property will not choose to come to a country whose form of government hangs but by a thread, and who is every day tottering on the brink of commotion and disturbance; and numbers of the present inhabitants would lay hold of the interval to dispose of their effects, and quit the Continent.

But the most powerful of all arguments is, that nothing but independance, *i. e.* a Continental form of government, can keep the peace of the Continent and preserve it inviolate from civil wars. I dread the event of a reconciliation with Britain now, as it is more than probable that it will be followed by a revolt some where or other, the consequences of which may be far more fatal than all the malice of Britain. . . .

A government of our own is our natural right: and when a man seriously reflects on the precariousness of human affairs, he will become convinced, that it is infinitely wiser and safer, to form a constitution of our own in a cool deliberate manner, while we have it in our power, than to trust such an interesting event to time and chance. . . .

ANNOTATIONS

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O! ye that love mankind! Ye that dare oppose not only the tyranny but the tyrant, stand forth! Every spot of the old world is overrun with oppression. Freedom hath been hunted round the Globe. Asia and Africa have long expelled her. Europe regards her like a stranger, and England hath given her warning to depart. O! receive the fugitive, and prepare in time
5 an asylum for mankind.

THE THIRTEEN UNITED STATES OF AMERICA

The Unanimous Declaration

A DECLARATION

July 4, 1776

Pennsylvania State House | Philadelphia, Pennsylvania

Declaration of Independence

BACKGROUND

The delegates from each colony at the Second Continental Congress announced their votes to form a new country separate from Great Britain in this statement to mankind that expounds both the principles on which this new country would be founded and the reasons they judged themselves justified to separate.

ANNOTATIONS**NOTES & QUESTIONS**

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should

5 declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted

10 among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long estab-

15 lished should not be changed for light and transient causes; and accordingly all experience hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to

"The Declaration of Independence," in *The U.S. Constitution: A Reader*, ed. Hillsdale College Politics Faculty (Hillsdale, MI: Hillsdale College Press, 2012), 5-9.

ANNOTATIONS

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right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.—Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

10

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

15

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

20

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

25

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

30

ANNOTATIONS

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He has endeavored to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

- 5 He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

10

He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our people, and eat out their substance.

- 15 He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

- 20 He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For Quartering large bodies of armed troops among us:

- 25 For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

- 30 For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

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For transporting us beyond Seas to be tried for pretended offenses:

5 For abolishing the free System of English Laws in a neighboring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

10 For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

15 He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

20 He is at this time transporting large Armies of foreign Mercenaries to complete the works of death, desolation and tyranny, already begun with circumstances of Cruelty and perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

25 He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

30 He has excited domestic insurrections amongst us, and has endeavored to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

ANNOTATIONS

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In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

5

Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

10

15

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; 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. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

20

25

Georgia

Button Gwinnett, Lyman Hall, George Walton

30

ANNOTATIONS

North Carolina

William Hooper, Joseph Hewes, John Penn

South Carolina

5 Edward Rutledge, Thomas Heyward, Jr., Thomas Lynch, Jr., Arthur Middleton

Maryland

Samuel Chase, William Paca, Thomas Stone, Charles Carroll of Carrollton

10 Virginia

George Wythe, Richard Henry Lee, Thomas Jefferson, Benjamin Harrison, Thomas Nelson, Jr., Francis Lightfoot Lee, Carter Braxton

Pennsylvania

15 Robert Morris, Benjamin Rush, Benjamin Franklin, John Morton, George Clymer, James Smith, George Taylor, James Wilson, George Ross

Delaware

Caesar Rodney, George Read, Thomas McKean

20

New York

William Floyd, Philip Livingston, Francis Lewis, Lewis Morris

New Jersey

25 Richard Stockton, John Witherspoon, Francis Hopkinson, John Hart, Abraham Clark

New Hampshire

Josiah Bartlett, William Whipple, Matthew Thornton

30 Massachusetts

John Hancock, Samuel Adams, John Adams, Robert Treat Paine, Elbridge Gerry

ANNOTATIONS

NOTES & QUESTIONS

Rhode Island

Stephen Hopkins, William Ellery

Connecticut

5 Roger Sherman, Samuel Huntington, William Williams, Oliver Wolcott

GENERAL GEORGE WASHINGTON, COMMANDER-IN-CHIEF OF THE CONTINENTAL ARMY

Address to Congress

SPEECH

December 23, 1783

Old Senate Chamber of the Maryland State House | Annapolis, Maryland

BACKGROUND

George Washington delivered this message to Congress to resign his commission as Commander-in-Chief of the Continental Army.

ANNOTATIONS

NOTES & QUESTIONS

The great events on which my resignation depended having at length taken place; I have now the honor of offering my sincere Congratulations to Congress and of presenting myself before them to surrender into their hands the trust committed to me, and to claim the indulgence of retiring from the Service of my Country.

- 5 Happy in the confirmation of our Independence and Sovereignty, and pleased with the opportunity afforded the United States of becoming a respectable Nation, I resign with satisfaction the Appointment I accepted with diffidence. A diffidence in my abilities to accomplish so arduous a task, which however was superseded by a confidence in the rectitude of our Cause, the support of the Supreme Power of the Union, and the patronage of Heaven.
- 10 The Successful termination of the War has verified the most sanguine expectations, and my gratitude for the interposition of Providence, and the assistance I have received from my Countrymen, increases with every review of the momentous Contest.

While I repeat my obligations to the Army in general, I should do injustice to my own feelings not to acknowledge in this place the peculiar Services and distinguished merits of

George Washington, "Address to Congress on Resigning his Commission," *The Writings of George Washington*, Vol. 27, ed. John C. Fitzpatrick (Washington, D.C.: United States Government Printing Office, 1931-44), 284-285.

ANNOTATIONS

NOTES & QUESTIONS

the Gentlemen who have been attached to my person during the War. It was impossible the choice of confidential Officers to compose my family should have been more fortunate. Permit me Sir, to recommend in particular those, who have continued in Service to the present moment, as worthy of the favorable notice and patronage of Congress.

- 5 I consider it an indispensable duty to close this last solemn act of my Official life, by commending the Interests of our dearest Country to the protection of Almighty God, and those who have the superintendance of them, to his holy keeping.

Having now finished the work assigned me, I retire from the great theatre of Action; and bidding an Affectionate farewell to this August body under whose orders I have so long
10 acted, I here offer my Commission, and take my leave of all the employments of public life.

PHYLLIS WHEATLEY

“Liberty and Peace”

POEM

1784

Boston, Massachusetts

BACKGROUND

Phyllis Wheatley composed this poem after the signing of the Treaty of Paris officially ending the War of Independence.

ANNOTATIONS

NOTES & QUESTIONS

LO! Freedom comes. Th' prescient Muse foretold,
All Eyes th' accomplish'd Prophecy behold:
5 Her Port describ'd, "She moves divinely fair,
"Olive and Laurel bind her golden Hair."
She, the bright Progeny of Heaven, descends,
And every Grace her sovereign Step attends;
For now kind Heaven, indulgent to our Prayer,
10 In smiling Peace resolves the Din of War.
Fix'd in Columbia her illustrious Line,
And bids in thee her future Councils shine.
To every Realm her Portals open'd wide,
Receives from each the full commercial Tide.
15 Each Art and Science now with rising Charms
Th' expanding Heart with Emulation warms.
E'en great Britannia sees with dread Surprise,
And from the dazzling Splendor turns her Eyes!
Britain, whose Navies swept th' Atlantic o'er,

Phyllis Wheatley, *Liberty and Peace* (Boston: Warden and Russell, 1784).

ANNOTATIONS

NOTES & QUESTIONS

- And Thunder sent to every distant Shore;
E'en thou, in Manners cruel as thou art,
The Sword resign'd, resume the friendly Part!
For Galia's Power espous'd Columbia's Cause,
5 And new-born Rome shall give Britannia Law,
Nor unremember'd in the grateful Strain,
Shall princely Louis' friendly Deeds remain;
The generous Prince th' impending Vengeance eye's,
Sees the fierce Wrong, and to the rescue flies.
10 Perish that Thirst of boundless Power, that drew
On Albion's Head the Curse to Tyrants due.
But thou appeas'd submit to Heaven's decree,
That bids this Realm of Freedom rival thee!
Now sheathe the Sword that bade the Brave attone
15 With guiltless Blood for Madness not their own.
Sent from th' Enjoyment of their native Shore
Ill-fated – never to behold her more!
From every Kingdom on Europa's Coast
Throng'd various Troops, their Glory, Strength and Boast.
20 With heart-felt pity fair Hibernia saw
Columbia menac'd by the Tyrant's Law:
On hostile Fields fraternal Arms engage,
And mutual Deaths, all dealt with mutual Rage:
The Muse's Ear hears mother Earth deplore
25 Her ample Surface smok with kindred Gore:
The hostile Field destroys the social Ties,
And every-lasting Slumber seals their Eyes.
Columbia mourns, the haughty Foes deride,
Her Treasures plunder'd, and her Towns destroy'd:
30 Witness how Charlestown's curling Smoaks arise,

ANNOTATIONS

NOTES & QUESTIONS

In sable Columns to the clouded Skies!
The ample Dome, high-wrought with curious Toil,
In one sad Hour the savage Troops despoil.
Descending Peace and Power of War confounds;

5 From every Tongue celestial Peace resounds:
As for the East th' illustrious King of Day,
With rising Radiance drives the Shades away,
So Freedom comes array'd with Charms divine,
And in her Train Commerce and Plenty shine.

10 Britannia owns her Independent Reign,
Hibernia, Scotia, and the Realms of Spain;
And great Germania's ample Coast admires
The generous Spirit that Columbia fires.
Auspicious Heaven shall fill with fav'ring Gales,

15 Where e'er Columbia spreads her swelling Sails:
To every Realm shall Peace her Charms display,
And Heavenly Freedom spread her golden Ray.

THE END

THE PEOPLE OF THE UNITED STATES OF AMERICA

The Constitution

LAW

March 4, 1789
United States of America

BACKGROUND

Delegates to the Constitutional Convention drafted and the states ratified this Constitution, forming the second national government for the United States of America.

ANNOTATIONS

NOTES & QUESTIONS

Preamble

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and
5 establish this Constitution for the United States of America.

Article I

Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. The House of Representatives shall be composed of Members chosen every second
10 Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

"The Constitution of the United States of America," in *The U.S. Constitution: A Reader* (Hillsdale, MI: Hillsdale College Press, 2012), 47-66.

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons. The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at Least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to choose three, Massachusetts eight, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

When vacancies happen in the Representation from any State, the Executive Authority thereof shall issue Writs of Election to fill such Vacancies.

The House of Representatives shall choose their Speaker and other Officers; and shall have the sole Power of Impeachment.

Section 3. The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof, for six Years; and each Senator shall have one Vote.

Immediately after they shall be assembled in Consequence of the first Election, they shall be divided as equally as may be into three Classes. The Seats of the Senators of the first Class shall be vacated at the Expiration of the second Year, of the second Class at the Expiration of the fourth Year, and of the third Class at the Expiration of the sixth Year, so that one third may be chosen every second Year; and if Vacancies happen by Resignation, or otherwise, during the Recess of the Legislature of any State, the Executive thereof may make temporary Appointments until the next Meeting of the Legislature, which shall then fill such Vacancies.

No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which he shall be chosen.

5 The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless they be equally divided.

The Senate shall choose their other Officers, and also a President pro tempore, in the Absence of the Vice President, or when he shall exercise the Office of President of the United States.

10 The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on Oath or Affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no Person shall be convicted without the Concurrence of two thirds of the Members present.

15 Judgment in Cases of Impeachment shall not extend further than to removal from Office, and disqualification to hold and enjoy any Office of honor, Trust or Profit under the United States: but the Party convicted shall nevertheless be liable and subject to Indictment, Trial, Judgment and Punishment, according to Law.

20 Section 4. The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the Places of choosing Senators.

The Congress shall assemble at least once in every Year, and such Meeting shall be on the first Monday in December, unless they shall by Law appoint a different Day.

25 Section 5. Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members, and a Majority of each shall constitute a Quorum to do Business; but a smaller Number may adjourn from day to day, and may be authorized to compel the Attendance of absent Members, in such Manner, and under such Penalties as each House may provide.

Each House may determine the Rules of its Proceedings, punish its Members for disorderly Behavior, and, with the Concurrence of two thirds, expel a Member.

Each House shall keep a Journal of its Proceedings, and from time to time publish the same, excepting such Parts as may in their Judgment require Secrecy; and the Yeas and Nays of the Members of either House on any question shall, at the Desire of one fifth of those Present, be entered on the Journal.

Neither House, during the Session of Congress, shall, without the Consent of the other, adjourn for more than three days, nor to any other Place than that in which the two Houses shall be sitting.

10 Section 6. The Senators and Representatives shall receive a Compensation for their Services, to be ascertained by Law, and paid out of the Treasury of the United States. They shall in all Cases, except Treason, Felony and Breach of the Peace, be privileged from Arrest during their Attendance at the Session of their respective Houses, and in going to and returning from the same; and for any Speech or Debate in either House, they shall not be
15 questioned in any other Place.

No Senator or Representative shall, during the Time for which he was elected, be appointed to any civil Office under the Authority of the United States, which shall have been created, or the Emoluments whereof shall have been encreased during such time; and no Person holding any Office under the United States, shall be a Member of either House during his
20 Continuance in Office.

Section 7. All Bills for raising Revenue shall originate in the House of Representatives; but the Senate may propose or concur with Amendments as on other Bills.

Every Bill which shall have passed the House of Representatives and the Senate, shall, before it become a Law, be presented to the President of the United States; If he approve he shall sign it, but if not he shall return it, with his Objections to that House in which it shall
25 have originated, who shall enter the Objections at large on their Journal, and proceed to reconsider it. If after such Reconsideration two thirds of that House shall agree to pass the Bill, it shall be sent, together with the Objections, to the other House, by which it shall

likewise be reconsidered, and if approved by two thirds of that House, it shall become a Law. But in all such Cases the Votes of both Houses shall be determined by yeas and Nays, and the Names of the Persons voting for and against the Bill shall be entered on the Journal of each House respectively. If any Bill shall not be returned by the President within ten days
 5 (Sundays excepted) after it shall have been presented to him, the Same shall be a Law, in like Manner as if he had signed it, unless the Congress by their Adjournment prevent its Return in which Case it shall not be a Law.

Every Order, Resolution, or Vote to which the Concurrence of the Senate and House of Representatives may be necessary (except on a question of Adjournment) shall be pre-
 10 sented to the President of the United States; and before the Same shall take Effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the Rules and Limitations prescribed in the Case of a Bill.

Section 8. The Congress shall have Power To lay and collect Taxes, Duties, Imposts and
 15 Excises, to pay the Debts and provide for the common Defense and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

To borrow Money on the credit of the United States;

To regulate Commerce with foreign Nations, and among the several States, and with the
 20 Indian Tribes;

To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bank-
 ruptcies throughout the United States;

To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of
 Weights and Measures;

25 To provide for the Punishment of counterfeiting the Securities and current Coin of the United States;

To establish Post Offices and post Roads;

To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

To constitute Tribunals inferior to the supreme Court;

5 To define and punish Piracies and Felonies committed on the high Seas, and Offenses against the Law of Nations;

To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captures on Land and Water;

To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer Term than two Years;

10 To provide and maintain a Navy;

To make Rules for the Government and Regulation of the land and naval Forces;

To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions;

15 To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the States respectively, the Appointment of the Officers, and the Authority of training the Militia according to the discipline prescribed by Congress;

20 To exercise exclusive Legislation in all Cases whatsoever, over such District (not exceeding ten Miles square) as may, by Cession of particular States, and the Acceptance of Congress, become the Seat of the Government of the United States, and to exercise like Authority over all Places purchased by the Consent of the Legislature of the State in which the Same shall be, for the Erection of Forts, Magazines, Arsenals, dock-Yards, and other needful Buildings;—And

25 To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

Section 9. The Migration or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the Year one thousand eight hundred and eight, but a Tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person.

- 5 The Privilege of the Writ of Habeas Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the public Safety may require it.

No Bill of Attainder or ex post facto Law shall be passed.

No Capitation, or other direct, Tax shall be laid, unless in Proportion to the Census or Enumeration herein before directed to be taken.

- 10 No Tax or Duty shall be laid on Articles exported from any State.

No Preference shall be given by any Regulation of Commerce or Revenue to the Ports of one State over those of another: nor shall Vessels bound to, or from, one State, be obliged to enter, clear, or pay Duties in another.

- 15 No Money shall be drawn from the Treasury, but in Consequence of Appropriations made by Law; and a regular Statement and Account of the Receipts and Expenditures of all public Money shall be published from time to time.

- 20 No Title of Nobility shall be granted by the United States: And no Person holding any Office of Profit or Trust under them, shall, without the Consent of the Congress, accept of any present, Emolument, Office, or Title, of any kind whatever, from any King, Prince, or foreign State.

Section 10. No State shall enter into any Treaty, Alliance, or Confederation; grant Letters of Marque and Reprisal; coin Money; emit Bills of Credit; make any Thing but gold and silver Coin a Tender in Payment of Debts; pass any Bill of Attainder, ex post facto Law, or Law impairing the Obligation of Contracts, or grant any Title of Nobility.

- 25 No State shall, without the Consent of the Congress, lay any Imposts or Duties on Imports or Exports, except what may be absolutely necessary for executing its inspection Laws: and

the net Produce of all Duties and Imposts, laid by any State on Imports or Exports, shall be for the Use of the Treasury of the United States; and all such Laws shall be subject to the Revision and Control of the Congress.

5 No State shall, without the Consent of Congress, lay any duty of Tonnage, keep Troops, or Ships of War in time of Peace, enter into any Agreement or Compact with another State, or with a foreign Power, or engage in War, unless actually invaded, or in such imminent Danger as will not admit of delay.

Article II

10 Section 1. The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice-President chosen for the same Term, be elected as follows:

15 Each State shall appoint, in such Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector.

20 The Electors shall meet in their respective States, and vote by Ballot for two Persons, of whom one at least shall not be an Inhabitant of the same State with themselves. And they shall make a List of all the Persons voted for, and of the Number of Votes for each; which List they shall sign and certify, and transmit sealed to the Seat of the Government of the United States, directed to the President of the Senate. The President of the Senate shall, in the Presence of the Senate and House of Representatives, open all the Certificates, and the Votes shall then be counted. The Person having the greatest Number of Votes shall be the President, if such Number be a Majority of the whole Number of Electors appointed; and if there be more than one who have such Majority, and have an equal Number of Votes, 25 then the House of Representatives shall immediately choose by Ballot one of them for President; and if no Person have a Majority, then from the five highest on the List the said House shall in like Manner choose the President. But in choosing the President, the Votes shall be taken by States, the Representation from each State having one Vote; a quorum for

this Purpose shall consist of a Member or Members from two thirds of the States, and a Majority of all the States shall be necessary to a Choice. In every Case, after the Choice of the President, the Person having the greatest Number of Votes of the Electors shall be the Vice President. But if there should remain two or more who have equal Votes, the Senate
5 shall choose from them by Ballot the Vice President.

The Congress may determine the Time of choosing the Electors, and the Day on which they shall give their Votes; which Day shall be the same throughout the United States.

No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall
10 any Person be eligible to that Office who shall not have attained to the Age of thirty-five Years, and been fourteen Years a Resident within the United States.

In Case of the Removal of the President from Office, or of his Death, Resignation, or Inability to discharge the Powers and Duties of the said Office, the Same shall devolve on the Vice President, and the Congress may by Law provide for the Case of Removal, Death,
15 Resignation or Inability, both of the President and Vice President, declaring what Officer shall then act as President, and such Officer shall act accordingly, until the Disability be removed, or a President shall be elected.

The President shall, at stated Times, receive for his Services, a Compensation, which shall neither be increased nor diminished during the Period for which he shall have been elected,
20 and he shall not receive within that Period any other Emolument from the United States, or any of them.

Before he enter on the Execution of his Office, he shall take the following Oath or Affirmation:—"I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the
25 Constitution of the United States."

Section 2. The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; he may require the Opinion, in writing, of the principal Officer in each of

the executive Departments, upon any subject relating to the Duties of their respective Offices, and he shall have Power to grant Reprieves and Pardons for Offenses against the United States, except in Cases of Impeachment.

5 He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the Congress may by Law vest the Appointment of such inferior Officers, as
10 they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments.

The President shall have Power to fill up all Vacancies that may happen during the Recess of the Senate, by granting Commissions which shall expire at the End of their next Session.

Section 3. He shall from time to time give to the Congress Information of the State of the
15 Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed,
20 and shall Commission all the Officers of the United States.

Section 4. The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.

Article III

25 Section 1. The judicial Power of the United States, shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good

Behavior, and shall, at stated Times, receive for their Services a Compensation, which shall not be diminished during their Continuance in Office.

5 Section 2. The judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution, the Laws of the United States, and Treaties made, or which shall be made, under their Authority;—to all Cases affecting Ambassadors, other public Ministers and Consuls;—to all Cases of admiralty and maritime Jurisdiction; —to Controversies to which the United States shall be a Party;—to Controversies between two or more States;—between a State and Citizens of another State;—between Citizens of different States;—between Citizens of the same State claiming Lands under Grants of different States, and between a State,
10 or the Citizens thereof, and foreign States, Citizens or Subjects.

In all Cases affecting Ambassadors, other public Ministers and Consuls, and those in which a State shall be Party, the supreme Court shall have original Jurisdiction. In all the other Cases before mentioned, the supreme Court shall have appellate Jurisdiction, both as to Law and Fact, with such Exceptions, and under such Regulations as the Congress shall
15 make.

The Trial of all Crimes, except in Cases of Impeachment, shall be by Jury; and such Trial shall be held in the State where the said Crimes shall have been committed; but when not committed within any State, the Trial shall be at such Place or Places as the Congress may by Law have directed.

20 Section 3. Treason against the United States, shall consist only in levying War against them, or in adhering to their Enemies, giving them Aid and Comfort. No Person shall be convicted of Treason unless on the Testimony of two Witnesses to the same overt Act, or on Confession in open Court.

The Congress shall have Power to declare the Punishment of Treason, but no Attainder of
25 Treason shall work Corruption of Blood, or Forfeiture except during the Life of the Person attainted.

Article IV

Section 1. Full Faith and Credit shall be given in each State to the public Acts, Records, and judicial Proceedings of every other State. And the Congress may by general Laws prescribe the Manner in which such Acts, Records and Proceedings shall be proved, and the Effect thereof.

Section 2. The Citizens of each State shall be entitled to all Privileges and Immunities of Citizens in the several States.

A Person charged in any State with Treason, Felony, or other Crime, who shall flee from Justice, and be found in another State, shall on Demand of the executive Authority of the State from which he fled, be delivered up, to be removed to the State having Jurisdiction of the Crime.

No Person held to Service or Labor in one State, under the Laws thereof, escaping into another, shall, in Consequence of any Law or Regulation therein, be discharged from such Service or Labor, but shall be delivered up on Claim of the Party to whom such Service or Labor may be due.

Section 3. New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the Jurisdiction of any other State; nor any State be formed by the Junction of two or more States, or parts of States, without the Consent of the Legislatures of the States concerned as well as of the Congress.

The Congress shall have Power to dispose of and make all needful Rules and Regulations respecting the Territory or other Property belonging to the United States; and nothing in this Constitution shall be so construed as to Prejudice any Claims of the United States, or of any particular State.

Section 4. The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against Invasion; and on Application of the Legislature, or of the Executive (when the Legislature cannot be convened) against domestic Violence.

Article V

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either
5 Case, shall be valid to all Intents and Purposes, as Part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress; Provided that no Amendment which may be made prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth Clauses in the Ninth
10 Section of the first Article; and that no State, without its Consent, shall be deprived of its equal Suffrage in the Senate.

Article VI

All Debts contracted and Engagements entered into, before the Adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Con-
15 federation.

This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any State to the Contrary notwithstand-
20 ing.

The Senators and Representatives before mentioned, and the Members of the several State Legislatures, and all executive and judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation, to support this Constitution; but no religious Test shall ever be required as a Qualification to any Office or public Trust under
25 the United States.

Article VII

The Ratification of the Conventions of nine States, shall be sufficient for the Establishment of this Constitution between the States so ratifying the Same.

5 Done in Convention by the Unanimous Consent of the States present the Seventeenth Day of September in the Year of our Lord one thousand seven hundred and Eighty seven and of the Independence of the United States of America the Twelfth In witness whereof We have hereunto subscribed our Names.

10 George Washington—

President and deputy from Virginia

Delaware

George Read, Gunning Bedford, Jr., John Dickinson, Richard Bassett, Jacob Broom

15 **Maryland**

James McHenry, Daniel of St. Thomas Jenifer, Daniel Carroll

Virginia

John Blair, James Madison, Jr.

North Carolina

20 William Blount, Richard Dobbs Spaight, Hugh Williamson

South Carolina

John Rutledge, Charles Cotesworth Pinckney, Charles Pinckney, Pierce Butler

ANNOTATIONS

Georgia

William Few, Abraham Baldwin

New Hampshire

John Langdon, Nicholas Gilman

5 **Massachusetts**

Nathaniel Gorham, Rufus King

Connecticut

William Samuel Johnson, Roger Sherman

New York

10 Alexander Hamilton

New Jersey

William Livingston, David Brearley, William Paterson, Jonathan Dayton

Pennsylvania

15 Benjamin Franklin, Thomas Mifflin, Robert Morris, George Clymer, Thomas FitzSimons, Jared Ingersoll, James Wilson, Gouverneur Morris

Attest William Jackson Secretary

FIRST CONGRESS

Proposed Amendments to the Constitution

JOIN RESOLUTION EXCERPT

September 25, 1789

Federal Hall | City of New-York, New York

Bill of Rights

BACKGROUND

As part of a compromise to secure the ratification of the Constitution, Federalists introduced in the first Congress a Bill of Rights as twelve amendments to the new Constitution. Below are the ten amendments that were ultimately ratified.

ANNOTATIONS

NOTES & QUESTIONS

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

5 Amendment II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms shall not be infringed.

Amendment III

10 No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

"The Constitution of the United States of America," in *The U.S. Constitution: A Reader* (Hillsdale, MI: Hillsdale College Press, 2012), 58-60.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Amendment VII

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

- 5 The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

UNIT 2**The American Civil War**

1848–1877

30-40-minute classes | 33-37 classes

UNIT PREVIEW

Structure

LESSON 1	1848–1854	The Expansion of Slavery	9-10 classes	p. 7
LESSON 2	1854–1861	Toward Civil War	7-8 classes	p. 14
LESSON 3	1861–1865	The Civil War	9-10 classes	p. 19
LESSON 4	1865–1877	Reconstruction	4-5 classes	p. 28
APPENDIX A	Talk about History, Study Guides, Tests, and Writing Assignment			p. 33
APPENDIX B	Primary Sources			p. 51

Why Teach the American Civil War

“Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure.”

These famous opening lines from President Abraham Lincoln at Gettysburg express why the Civil War was fought. Whether America, founded in liberty and equality, could long endure depended on whether the nation’s original contradiction, slavery, could be abolished while still preserving the country’s existence as a union. American students must know how the ideas at the heart of their country were undermined by slavery; but they must also learn how heroic Americans committed to America’s founding ideas made

great sacrifices and sometimes gave their lives, so that these ideas of liberty and equality might prevail over the dehumanizing tyranny of slavery. And students must learn that, like those in Lincoln's audience, it is up to each American to oppose tyranny and dehumanization to ensure that "government of the people, by the people, for the people, shall not perish from the earth."

Enduring Ideas from this Unit

1. That slavery was the original contradiction in America, and that slavery is immoral, unjust, dehumanizing, and in violation of the inherent dignity and equal possession of natural rights of each person, as are any ways in which one person or group of people is favored over another due to the color of their skin.
2. That at its heart, the Civil War was fought over the issue of slavery: first, whether slavery would expand in America; next, whether it would be permitted at all; and last, whether the half of the country that opposed slavery would let the country be divided and the injustice to continue elsewhere, instead of fighting to preserve a union that would guarantee liberty and abolish slavery.
3. That President Abraham Lincoln exemplified American statesmanship as he piloted the nation toward fulfillment of its founding ideas, ended the barbarous and tyrannical institution of slavery, and nevertheless abided by the rule of law in doing so.
4. That the period of Reconstruction following the Civil War witnessed a realization of civil rights for freedmen, producing greater degrees of justice and equality that would nevertheless be challenged both during Reconstruction and in following decades.

What Teachers Should Consider

The American Civil War is one of the most important events in American history if only for its attempt to prove, with the blood of hundreds of thousands of Americans, that a people may freely govern themselves and organize themselves to preserve the liberty and equal natural rights of all.

Many students may not know that America was founded on these ideas. Fewer, perhaps, know that America even succeeded in proving these ideas true, living up to them for twenty years, before such progress was eclipsed after Reconstruction. Although subsequent decades would manifest different kinds of failures to guarantee the equal protection of natural rights in certain parts of the country, the Civil War revealed a statesman and at least half of the population committed to carrying out America's founding promise to the point of bloodshed.

Teachers will greatly benefit from studying not only the war itself but also the thoughts, words, and deeds of the statesman who conducted the war for the Union: President Abraham Lincoln. Lincoln's ideas and magnificent speeches, and his political actions, should constitute for students a model of prudence, both in the public arena and in their own lives. His understanding of the issue of slavery, not merely in the abstract but as it existed in America, can teach students much about their country and its history.

This unit should begin, therefore, with an understanding of slavery as it was found in America in 1848. The teacher should especially emphasize the changes in the status and practice of slavery since the founding in 1776. The teacher should also emphasize changes in legal and public opinion toward the institution since the Constitution went into effect in 1789. In brief, both had entrenched slavery instead of keeping it on the gradual path to extinction, where the founding generation had placed it.

Abraham Lincoln saw these legal and public opinion shifts most clearly, and he saw that such changes struck directly at the ideas on which America was founded. In brief, his entire public career as well as the founding of the Republican Party were devoted to checking this change, to returning slavery to the path of extinction, and to fulfilling the founding ideas of constitutional self-government. Lincoln's arguments to these ends dominate the crescendo leading to war in spring of 1861. At its heart, this is what the Civil War was about.

The teacher will be able to enrich his or her students by cultivating their moral imaginations with the events, battles, and images of the Civil War, the bloodiest conflict in which Americans have ever been involved. Strategy, battles, and the general history of the war should be taught in detail. The teacher should learn and share accounts and images of the important moments and figures who contributed to Union victory in 1865. Meanwhile, Lincoln's careful yet effective maneuverings—both to preserve the Union and to seize the constitutional opportunity afforded him to emancipate the slaves—should be followed in detail.

The unit best concludes with a study of the period known as Reconstruction. Perhaps never in history was so much hoped for, achieved, and mismanaged in so short a period of time with respect to liberty and equality under the law. Students should learn to appreciate both the sacrifices of the Civil War and its immediate achievements during Reconstruction. Nevertheless, students should also learn about the emergence of different kinds of injustice, especially for African Americans living in the former rebel states: injustices that would be perpetuated for years to come.

How Teachers Can Learn More

TEXTS

Land of Hope, Wilfred McClay
A Short History of the Civil War, James Stokesbury
Battle Cry of Freedom, James McPherson
The 1776 Report, The President's Advisory 1776 Commission

ONLINE COURSES | [Online.Hillsdale.edu](https://online.hillsdale.edu)

The Great American Story
Civil Rights in American History
Constitution 101

Lesson Planning Resources

TEACHER RESOURCES

Land of Hope Young Readers' Edition, Wilfred McClay
The Story of the Thirteen Colonies and the Great Republic, H.A. Guerber
The Civil War and Reconstruction, Anne Goudvis and Stephanie Harvey
Fields of Fury, James McPherson

STUDENT RESOURCES

Meet Abraham Lincoln, Barbara Cary
The Civil War: Reader, Core Knowledge Foundation

TRADE BOOKS

If You Lived When There Was Slavery in America, Anne Kamma
If You Traveled on the Underground Railroad, Ellen Levine
Abraham Lincoln and Frederick Douglass, Russell Freedman
If You Lived at the Time of the Civil War, Kay Moore
The Boys' War, Jim Murphy

PRIMARY SOURCES

Narrative of the Life of Frederick Douglass, Frederick Douglass
"House Divided" speech, Abraham Lincoln
First inaugural address, Abraham Lincoln
Emancipation Proclamation, Abraham Lincoln
Gettysburg Address, Abraham Lincoln
Second inaugural address, Abraham Lincoln
13th Amendment

**LESSON PLANS,
ACTIVITIES AND ASSIGNMENTS,
AND FORMATIVE QUIZZES**

Lesson 1 — The Expansion of Slavery

1848–1854

9-10 classes

LESSON OBJECTIVE

Students learn how the defenders of slavery began to assert that slavery was a “positive good” that ought to be expanded throughout the country instead of an existing evil that should be contained and kept on the path to extinction.

TEACHER PREPARATION

Create a note outline based on the following:

Student Texts

Meet Abraham Lincoln
The Civil War: Reader
 Primary Sources

Pages 1–44
 Pages 42–51
 See below.

Teacher Texts

Land of Hope Young Readers’ Edition
The Story of the Thirteen Colonies and the Great Republic
The Civil War and Reconstruction

The 1776 Report

Chapters 19 and 20
 Pages 150–159
 Pages 13–15, 21–66,
 146–151
 Pages 27–34

Trade Books

If You Lived When There Was Slavery in America
If You Traveled on the Underground Railroad
Abraham Lincoln and Frederick Douglass

Online.Hillsdale.edu

The Great American Story
Civil Rights in American History
Constitution 101

Lecture 9
 Lecture 3
 Lecture 6

STUDENT PREPARATION

Assignment 1: Students pre-read *Meet Abraham Lincoln*, pages 1–44, in segments (grades 3–4) or *The Civil War*, pages 42–51 (grade 5).

CORE CONTENT IN THIS LESSON**Geography & Places**

California
 Kansas–Nebraska Territory

Persons

Abraham Lincoln	Harriet Tubman
Millard Fillmore	William Lloyd Garrison
Frederick Douglass	Franklin Pierce
Sojourner Truth	Stephen Douglas
Harriet Beecher Stowe	

Terms and Topics

King Cotton	<i>Narrative of the Life of</i>
antebellum	<i>Frederick Douglass</i>
Gold Rush	<i>Uncle Tom’s Cabin</i>
secession	Underground Railroad
Compromise of 1850	Kansas-Nebraska Act
Fugitive Slave Law	popular sovereignty
abolitionism	

Primary Sources

Narrative of the Life of Frederick Douglass, Frederick Douglass

To Know by Heart

“Knowledge makes a man unfit to be a slave.” — Frederick Douglass
 “Frederick Douglass” — Robert Hayden
 “So you’re the little woman who wrote the book that started this great war.” — Abraham Lincoln to Harriet Beecher Stowe upon their meeting
 “Harriet Tubman,” Eloise Greenfield

Timeline

1846–48	Mexican–American War
1849	California Gold Rush

Images

Historical figures and events
 Depictions of the life of slaves and the horrors of slavery
 Maps of the free versus slave-state breakdown when changes occur
 Pictures of first–edition copies of *Narrative of the Life of Frederick Douglass* and *Uncle Tom’s Cabin*
 Statue of Frederick Douglass (on the Hillsdale College campus)

STORIES FOR THE AMERICAN HEART

- Biographies and the roles of Frederick Douglass, Harriet Tubman, and Abraham Lincoln prior to the Civil War
- Childhood biography of Abraham Lincoln
- Grade-level appropriate scenes from *Narrative of the Life of Frederick Douglass* and *Uncle Tom's Cabin*
- Actions of Harriet Tubman and the Underground Railroad

QUESTIONS FOR THE AMERICAN MIND

- Even though many wanted to abolish slavery, why did many leading Founders think that permitting slavery and keeping the Americans united would be the only way eventually to get rid of slavery?
- How did the Founders restrict slavery at the founding more than it had been before?
- How do we judge the actions of some Founders who expressed their belief that slavery was wrong but did not free their slaves in their lifetimes?
- Why did the Founders expect that slavery would eventually die out on its own?
- What invention after the Founding made cotton more valuable and actually increased slavery, which ruined the Founders' guess that slavery would end on its own?
- Why did slavery thrive in the South?
- What was life like for slaves in the Southern states?
- How did John C. Calhoun reject the Founders' views on slavery as expressed in the Declaration of Independence and the Constitution?
- Who was Frederick Douglass and what did he do?
- How did Frederick Douglass show that slavery was evil?
- How would Frederick Douglass have replied to John C. Calhoun's assertions?
- Why did the South want to expand slavery? Why did the North want to stop slavery's expansion, and some even want to abolish it where it existed?
- Who were the abolitionists? What kinds of things did they do to try to end slavery?
- Who was Harriet Tubman and what did she do?
- Who was Harriet Beecher Stowe and what did her book, *Uncle Tom's Cabin*, do?
- How did the Underground Railroad work?
- What did Northerners and Southerners argue about whenever a new state was going to be made?
- Why did slave states want to expand the number of slave states in the western territories?
- What were the terms of the Compromise of 1850? Was it really a "compromise"? Why or why not?
- Was Abraham Lincoln for or against slavery? Why?
- What did the Kansas-Nebraska Act do?
- What was Stephen A. Douglass trying to accomplish with the Kansas-Nebraska Act?
- Did the Kansas-Nebraska Act help or hurt the preservation of the Union?
- What was the idea of "popular sovereignty"?
- Why did Abraham Lincoln believe "popular sovereignty" was wrong?
- Question from the U.S. Civics Test:
 - Question 75: What group of people was taken and sold as slaves?

KEYS TO THE LESSON

The status of slavery in 1848 was markedly different than it was when the Founders crafted the Constitution in 1787. The gradual decline in the profitability of slavery, evident during the founding, was forecast to continue—but this trend reversed direction upon the invention of the cotton gin in 1793. From then on, the demand for slave labor in the Southern states rapidly compounded. But the free population in the South was vastly outstripped by the burgeoning population of the North. If nothing changed, demographics and geography would eventually give Americans living in the North the power to limit slavery through law and perhaps even abolish it entirely through a constitutional amendment. Slaveholders in the South needed to change this trajectory by expanding slavery westward into the territories. Students need to understand that to justify such expansion, slavery advocates in the South had to change the opinion of Northerners: either to believe slavery to be morally good or, at the very least, to view slavery as merely a matter of the will of the majority, what Stephen Douglas called “popular sovereignty.” Moral relativism, the idea that there is no “right” or “wrong” besides what the majority of people want, and a belief in unfettered democracy through the vote of the majority were the slaveholders’ pillars in arguing to preserve slavery. Students should understand that Abraham Lincoln favored government “of the people, by the people, and for the people” but also saw how just letting a vote of the majority decide whether slavery was good or evil violated equality, freedom, and human dignity. Lincoln went about waging an oratorical war in defense of objective standards of truth and justice, of good and evil. Students should also learn how abolitionists, of both African and European descent, continued to publicize the horrors of slavery for Americans in Northern states far removed from witnessing slavery firsthand. Abolitionists also shepherded escaped slaves to freedom in the Northern states and Canada.

Teachers might best plan and teach the Expansion of Slavery with emphasis on the following approaches:

- Read aloud with students parts of *Meet Abraham Lincoln* or *The Civil War*, asking questions throughout.
- Review with students the status of slavery over the initial decades of the country’s history. At the founding, slavery was generally either openly condemned by those in the North or defended by those in the South. Its toleration by northern delegates and others who were opposed to slavery at the time of the founding was for the sake of a unity that even many abolitionists believed was the only eventual path toward abolition. The Declaration of Independence established the country on principles of equality that could and would be used to demand the end of slavery, the Northwest Ordinance had prohibited the expansion of slavery, the Constitution refused to give legal standing to the institution, and many states had restricted or abolished slavery outright. Lastly, many leading Founders, including those who held slaves, believed that the profitability of slavery was gradually but decisively waning and that slavery would die out on its own in a relatively short period of time. The invention of the cotton gin in 1793 by Eli Whitney, however, greatly increased the profitability of slavery and reignited slaveholders’ interest in perpetuating and expanding slavery.
- Help students to imagine and understand the dehumanizing and brutal tyranny of slavery, emphasizing that the sheer fact that some people owned other human beings is and always will be morally reprehensible. Moreover, as Frederick Douglass argued, slavery actually dehumanized the master as well as the slave.
- Demonstrate for students how the growth in population in the North compared to the South would eventually allow Northern states to restrict slavery further and perhaps even abolish it with

a constitutional amendment. Slaveholders recognized that they had to expand the number of slave states if they were to prohibit such actions by Northerners.

- Show students how slavery actually weakened the South as a whole while supporting the lifestyle of the elite few. For all other Southerners, slavery lowered the value and wages of labor by non-slaves, limited innovation, and thwarted economic development in the South. The Civil War would reveal the weakness of the position in which Southerners' insistence on slavery had placed them. A simple comparison of the Northern to the Southern economy, development, and society before and during the Civil War illustrates the case.
- Teach students how the slavery issue nearly resulted in civil war over the question of expanding slavery into the territories acquired from Mexico after the Mexican-American War, brought to a head when California, after a population surge during the California Gold Rush, applied to become a state without slavery. California's lone admission as a free state would have increased Northern power in Congress and the Electoral College against Southern states on the issue of slavery.
- Show how the Compromise of 1850 was not really a "compromise" in the real sense of the word. A "compromise" would involve all parties sacrificing something of their position to achieve a common outcome. The Compromise of 1850, however, was not one bill but five separate bills that had five separate lines of voting. Students should understand what some of these acts did, especially the Fugitive Slave Law. These laws may have avoided war in the short term, but it only deepened and delayed the divisions tearing at the country over the next ten years.
- Ask students about the effects of the Fugitive Slave Law, which compelled Northerners to assist in capturing escaped slaves and encouraged the practice of abducting free African Americans living in the North and forcing them into slavery.
- Teach students about the various parts of the abolitionist movement and its major figures. Students should learn that there was great diversity among abolitionists, especially in their underlying views about America's governing principles and the best way to abolish slavery. For instance, William Lloyd Garrison actually agreed with the slaveholder reading of the Constitution while Frederick Douglass moved from this view to that of Abraham Lincoln that the Constitution was pro-freedom. One might read aloud with students some portions of Douglass's *Narrative of the Life of Frederick Douglass* and discuss Harriet Beecher Stowe's *Uncle Tom's Cabin*, important works in making Northerners, most of whom had never seen slavery in practice, aware of its moral evil. Other abolitionists, such as Harriet Tubman and those running the Underground Railroad, heroically worked to lead escaped slaves to freedom. In general, most abolitionists appealed to the principles of equality stated in the Declaration of Independence in justifying their cause.
- Tell students the childhood and political biography of Abraham Lincoln, to show how he rose from poverty and obscurity to become arguably America's greatest president.
- Have students learn what the Kansas-Nebraska Act did. Focus specifically on the idea of popular sovereignty and the idea that right and wrong amount to the mere will of the majority opinion.
- Explain why Abraham Lincoln believed the Kansas-Nebraska Act was dangerous. Students should understand that Lincoln saw slavery to be, above all, a moral question of right and wrong, of good and evil, and one that every American ought to take seriously as such. Lincoln also believed that leaving slavery to the vote of the majority was opposed to the ideas of the Declaration of Independence, and that slavery was simply a form of majority tyranny, one of the very dangers in democracy that the Founders had warned against. Finally, Lincoln condemned the Kansas-Nebraska Act as reversing the stance the Constitution, the Northwest Ordinance, and

the founding generation had toward slavery: that it should be contained until it was abolished and by no means allowed to spread.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Have students draw a map of the United States leading up to the Civil War. Have them draw and label states that enter the union as either free or slave states. Students should track how the admittance of each state affects electoral representation (this activity can be assigned at the end of the lesson or be an ongoing activity as states are admitted).

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: What did the Founders think and do about slavery? (2–4 sentences)

Assignment 3: What was life like for a slave? (2–4 sentences)

Assignment 4: How did abolitionists work to try to abolish slavery? (2–4 sentences)

Assignment 5: Retell the biography of one of the following: Frederick Douglass, Harriet Tubman, or Abraham Lincoln (1–2 paragraphs).

Name _____

Date _____

Formative Quiz 1

Covering Lesson 1
10-15 minutes

MATCHING: Write the letter of each definition to the correct word it defines.

_____ King Cotton

_____ Gold Rush

_____ Fugitive Slave Law

_____ Kansas–Nebraska Act

_____ abolitionism

A. a law that let the people decide if two western territories would have slavery or not

B. a law that made it easier for Southerners to recapture escaped slaves in the North

C. efforts to end slavery

D. the main crop on which the Southern economy relied and which slaves harvested

E. when thousands of Americans headed west in hopes of quick riches while ballooning the size of the California Territory

SHORT ANSWER: Answer the following in complete sentences.

1. How did the Founders restrict slavery at the founding more than it had been before?

2. What invention after the Founding made cotton more valuable and actually increased slavery, which ruined the Founders’ guess that slavery would end on its own?

3. How did Frederick Douglass show that slavery was evil?

4. Who was Harriet Tubman and what did she do?

5. What was the idea of “popular sovereignty”?

Lesson 2 — Toward Civil War

1854–1861

7-8 classes

LESSON OBJECTIVE

Students learn how Abraham Lincoln and the new Republican Party’s opposition to the expansion of slavery led Southern states to secede from the Union, resulting in civil war.

TEACHER PREPARATION

Create a note outline based on the following:

Student Texts

Meet Abraham Lincoln

Pages 45–50

The Civil War: Reader

Pages 52–73

Primary Sources

See below.

Teacher Texts

Land of Hope Young Readers’ Edition

Chapter 20

The Story of the Thirteen Colonies and the Great Republic

Pages 160–169

The Civil War and Reconstruction

Pages 67–78

Trade Book

If You Lived at the Time of the Civil War

Online.Hillsdale.edu

The Great American Story

Lecture 9

Civil Rights in American History

Lecture 3

Constitution 101

Lecture 6

STUDENT PREPARATION

Assignment 1: Students pre-read *Meet Abraham Lincoln*, pages 45–50 (grades 3–4) or *The Civil War*, pages 52–73 (grade 5).

CORE CONTENT IN THIS LESSON

Geography & Places

Kansas–Nebraska Territory

Harpers Ferry

Fort Sumter

Persons

Abraham Lincoln
 Frederick Douglass
 Stephen Douglas

James Buchanan
 John Brown

Terms and Topics

Bleeding Kansas
 “a house divided”
 popular sovereignty
 Democratic Party
 Republican Party
Dred Scott v. Sandford

Lincoln–Douglas Debates
 “don’t care”
 majority tyranny
 “apple and frame” metaphor
 Wilberforce University

Primary Sources

“House Divided” speech, Abraham Lincoln

To Know by Heart

“A house divided against itself cannot stand.” — Abraham Lincoln, paraphrasing from the words of Jesus of Nazareth in the Bible

Timeline

1854	Republican Party founded
1860	Election of Abraham Lincoln; South Carolina secedes
April 12, 1861	Attack on Fort Sumter

Images

Historical figures and events
 Depictions of the Lincoln–Douglas Debates
 Campaign materials
 Map of the 1860 election results
 Fort Sumter

STORIES FOR THE AMERICAN HEART

- The breakdown of civil dialogue resulting in Preston Brooks’s attack on Charles Sumner
- What the Lincoln–Douglas Debates were like
- The scenes at the nominating conventions for each party in 1860
- The young girl who suggested to Abraham Lincoln that he grow a beard
- The first shots fired on Fort Sumter

QUESTIONS FOR THE AMERICAN MIND

- What was Bleeding Kansas like and why did it happen?
- What kind of person was Abraham Lincoln?
- What was Abraham Lincoln’s childhood like?
- How did Abraham Lincoln learn?

- Why did people create the Republican Party?
- Why did Abraham Lincoln worry that the *Dred Scott v. Sandford* decision would allow slavery anywhere in the country?
- Did Abraham Lincoln believe the Founders created a country to protect slavery or to end slavery? Why did he think this?
- Why did Abraham Lincoln believe it was necessary to say that slavery was evil?
- Why did Abraham Lincoln say it was wrong to “not care” about whether people vote for slavery or not?
- What did Abraham Lincoln mean when he said that “a house divided against itself cannot stand?”
- Why were slavery apologists in the South, especially the plantation owners, fearful of Lincoln’s election? How would the end of slavery change their way of life, considering both the debts many were under and their lifestyle?
- How did Abraham Lincoln end up winning the 1860 election?
- What did Southern states do after Abraham Lincoln was elected?
- What did Abraham Lincoln mean when he wrote that the Declaration of Independence was like a golden apple and that the Constitution was a picture frame of silver?
- What did Abraham Lincoln do after he was elected but before Fort Sumter was attacked?
- What happened at Fort Sumter and how did Abraham Lincoln respond?
- What was the reason, at first, why the North fought the Civil War?
- How was slavery the real reason the Civil War was fought?
- Question from the U.S. Civics Test:
 - Question 94: Abraham Lincoln is famous for many things. Name one.

KEYS TO THE LESSON

The passage of the Kansas-Nebraska Act in 1854 sparked the little-known Abraham Lincoln to redouble his efforts to engage in the growing national debate over slavery in America. He saw a tremendous threat in the argument put forward by the bill’s sponsor, Stephen Douglas, that slavery was not a moral question but rather one that should simply be decided by the will of the majority. From 1854 to the outbreak of the Civil War in 1861, Lincoln would combat the idea that the morality of slavery was to be determined merely by majority opinion. Students should come to see this arc to Lincoln’s words and deeds. They should understand how he took up and articulated the heart of the matter regarding the morality of slavery and that slavery struck at America’s founding idea that all men are created equal. Roger Taney’s majority opinion in *Dred Scott v. Sandford* interpreted the Constitution to legitimize slavery, and Lincoln argued against both popular sovereignty and Taney’s position throughout his debates with Douglas. The moral question regarding slavery, manifesting itself in the practical questions of the expansion of slavery, is what a civil war would be fought over. After all, the formal move to secession—a constitutionally debatable claim also at issue in the approach to war—and the war itself was triggered in response to Lincoln being elected president on the position that slavery was wrong and should not be expanded.

Teachers might best plan and teach Toward Civil War with emphasis on the following approaches:

- Read aloud with students parts of *Meet Abraham Lincoln* or *The Civil War*, asking questions throughout.
- Emphasize the breakdown in civil dialogue in the several violent episodes related to slavery preceding the Civil War: Bleeding Kansas, Preston Brooks’s attack on Charles Sumner, and John

Brown's raid on the federal armory at Harpers Ferry. Go into some detail to bring these events alive for students. For example, it was Colonel Robert E. Lee who led federal troops to put down Brown's uprising.

- Clarify the party alignment that was emerging in 1854. The Democratic Party was dividing between those who favored the principle of "popular sovereignty," in which a state or territory could vote to allow slavery or not, and those who explicitly favored slavery. Meanwhile, the Republican Party was founded in 1854 in opposition to laws encouraging the spread of slavery. The split of the Democratic Party and the consolidation of the Republican Party in 1860 assured the election of Lincoln and significantly contributed to the coming of the Civil War.
- Consider Abraham Lincoln's arguments against Roger Taney's majority opinion in *Dred Scott v. Sandford* that asserted that slaves are not humans but only property, and that the Constitution protects their enslavement just as it does any other property. Lincoln points out that Taney's ruling rejected the Founders' view on slavery and would lead, together with Stephen Douglas's popular sovereignty, to the spread of slavery throughout the country. By extension, this reasoning would also allow for other forms of majority tyranny.
- Help students think through Lincoln's understanding of the evil of slavery and its relationship to the founding ideas of America: that all men are created equal, have unalienable rights, and that legitimate government is based on the consent of the governed. Students should see that the political question regarding the expansion of slavery ultimately depended on whether Americans believed slavery was good or evil.
- Read aloud parts of Lincoln's "House Divided" speech in class. Consider the apparently harmful stance that Stephen Douglas takes in his position of popular sovereignty, that he does not care about what a group of people does regarding slavery, so long as the majority opinion decides it. Students should be asked why this is problematic.
- Tell students the stories of the Lincoln-Douglas Debates, presenting the settings and atmosphere as imaginatively as possible.
- Remind students that Lincoln did not believe the president could simply end slavery by his own will. While he could sign or veto laws in order to restrict its spread, abolishing slavery would likely require a constitutional amendment explicitly doing so, and that would require decades of changing public opinion, particularly in slaveholding states. His goal in the meantime was to return slavery to the path of eventual extinction via law and to convince public opinion of its immorality.
- Help students to understand the various pressures that were mounting on the Southern states during the 1850s, from increased abolitionist activities to the sheer industrial might of the Northern states to a burgeoning plantation debt as other countries produced more cotton and the price of cotton fell as a result.
- Tell students the stories of Lincoln's speeches and his reception during these years, including the founding of the Republican Party and the various conventions in 1856 and especially 1860. Students should sense the drama of the times.
- Share with students the apple and frame metaphor that Lincoln used to describe the relationship between the Declaration of Independence and the Constitution. Help students understand the arguments with respect to the American founding and slavery.
- Provide a clear overview of events between Lincoln's election and South Carolina's attack on Fort Sumter in Charleston Harbor. Students should learn both Lincoln and the South's accounts of what happened.

- There were, of course, other factors and dimensions that impelled each side to fight the Civil War. Students should be familiar with these, as well as the view of most Southerners that the war was about defending what they saw as the rights of their states. This view and Lincoln's counterview and incumbent duty to preserve the Union and Constitution may have been the occasion for the Civil War, but students should understand that the war was, at its heart, fought over whether slavery would be permitted to spread and so remain indefinitely, or be restricted and returned to the path to extinction on which the founding generation had left it. This question was, in turn, based on the morality of slavery, which Abraham Lincoln would later maintain in his Gettysburg Address was a question about the rejection or fulfillment of the ideas on which America was founded.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Assign each student a different event to draw from the Mexican–American War to the first shots fired at Fort Sumter. Then have students arrange themselves in the correct order of events in class and have each present briefly what they drew, the story behind it, its relationship to other scenes, and why they depicted it the way they did.

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: Why did Abraham Lincoln think it was so important that people understand how evil and wrong slavery was? (2–4 sentences)

Assignment 3: Make a T-chart. On one side, write out the virtues and qualities that made Abraham Lincoln a good statesman. On the other side, write and explain events or decisions in which these qualities were on display. Continue to track these decisions throughout the study of the Civil War.

Assignment 4: Answer the following question: Why and how did the Civil War begin? (2–4 sentences)

Lesson 3 — The Civil War

1861–1865

9-10 classes

LESSON OBJECTIVE

Students learn about the major figures, common soldiers, strategy, and specific battles of the American Civil War, including a close study of the statesmanship of President Abraham Lincoln.

TEACHER PREPARATION

Create a note outline based on the following:

Student Texts

Meet Abraham Lincoln

Pages 51–68

The Civil War: Reader

Pages 74–113, 130–157

Primary Sources

See below.

Teacher Texts

Land of Hope Young Readers' Edition

Chapters 21 and 22

The Civil War and Reconstruction

Pages 79–237, 252–273

Fields of Fury

As helpful

Trade Book

If You Lived at the Time of the Civil War

The Boys' War

Online.Hillsdale.edu

The Great American Story

Lecture 10

Constitution 101

Lecture 7

STUDENT PREPARATION

Assignment 1: Students pre-read *Meet Abraham Lincoln*, pages 51–68 (grades 3–4) or *The Civil War*, pages 74–113, 130–157, in segments and at the teacher's discretion (grade 5).

CORE CONTENT IN THIS LESSON

Geography & Places

Fort Sumter

West Virginia

Union

Border States

Confederacy

Appomattox Court House

Richmond

Ford's Theatre

Persons

Abraham Lincoln	Ulysses S. Grant
Jefferson Davis	William Tecumseh Sherman
George McClellan	Martin Delany
Robert E. Lee	Robert Gould Shaw
Thomas “Stonewall” Jackson	John Wilkes Booth
Clara Barton	

Terms and Topics

secession	USS <i>Merrimack</i>
Confederate States of America	CSS <i>Virginia</i>
railroads	abolition
minié ball	Battle of Antietam
Army of the Potomac	Battle of Fort Wagner
Army of Northern Virginia	Battle of Vicksburg
American Red Cross	Battle of Gettysburg
The Pony Express	Pickett’s Charge
Battle of First Manassas/Bull Run	54th Massachusetts Regiment
ironclads	Sherman’s “March to the Sea”

Primary Sources

First inaugural address, Abraham Lincoln
 Emancipation Proclamation, Abraham Lincoln
 Gettysburg Address, Abraham Lincoln

To Know by Heart

“Battle Hymn of the Republic,” first stanza — Julia Ward Howe
 Gettysburg Address — Abraham Lincoln
 “So Atlanta is ours, and fairly won.” — William Tecumseh Sherman telegram announcing the fall of Atlanta to Abraham Lincoln
 “O Captain! My Captain!” — Walt Whitman

Timeline

1861–65	Civil War
1863	Emancipation Proclamation takes effect
July 1–3, 1863	Battle of Gettysburg
April 9, 1865	Robert E. Lee surrenders at Appomattox
April 14–15, 1865	Abraham Lincoln assassinated; Andrew Johnson becomes president

Images

Historical figures and events
 Landscape pictures of geographic places featured in this lesson
 Soldier uniforms, weaponry, flags
 Depictions and photographs of figures at various scenes and moments and in battle

Maps: overall strategies, specific battles
 Relevant forts
 Battle scene depictions and photographs
 Medical equipment
 Reenactment photos
 Pictures of the Emancipation Proclamation, Gettysburg Address, etc.
 Robert Gould Shaw and the 54th Massachusetts Regiment Memorial
 Lincoln Memorial
 Statue of Abraham Lincoln (Hillsdale College campus)

STORIES FOR THE AMERICAN HEART

- Biographies and roles of Abraham Lincoln, Jefferson Davis, Robert E. Lee, Ulysses S. Grant, and William Tecumseh Sherman in the Civil War
- Robert E. Lee's denial of Abraham Lincoln's offer to command the Union forces
- Sullivan Ballou's letter to his wife, Sarah, on the eve of the First Battle of Bull Run/Manassas, 1861
- How Stonewall Jackson got his nickname
- Battle of the ironclads
- The killing of Stonewall Jackson by friendly fire
- Fighting at Little Round Top and Pickett's Charge
- The writing and delivery of the Gettysburg Address
- Robert E. Lee's surrender to Ulysses S. Grant at Appomattox Court House
- Abraham Lincoln's cabinet meeting regarding healing with the South just hours before his assassination
- Assassination of Abraham Lincoln at Ford's Theatre
- Abraham Lincoln's funeral train

QUESTIONS FOR THE AMERICAN MIND

- Why did the Southern states think the Constitution allowed them to leave the United States?
- What was important about Virginia's decision to secede? How did it come about?
- Why did Abraham Lincoln think that the Southern states could not leave the country?
- Why was Abraham Lincoln's first goal for fighting the Civil War to preserve the Union?
- Why was Abraham Lincoln's second goal for fighting the Civil War to stop the spread of slavery?
- How did Abraham Lincoln keep the border states in the Union?
- What things were helpful to the Union in the Civil War?
- What things were helpful to the Confederacy in the Civil War?
- How did the Union think they could win the war?
- How did the Confederacy think they could win the war?
- Why did both sides believe the war would end quickly?
- How did soldiers fight each other?
- What was it like to be a soldier in the Civil War?
- What did Clara Barton do during the Civil War?
- What was Robert E. Lee like? Why was he a good general?
- Why was Robert E. Lee conflicted over Lincoln's offer to command the Union forces?
- How did the battle between the *Monitor* and the *Merrimack* change naval warfare?

- What happened at the Battle of Antietam?
- What was the problem with most of the Union generals early in the war?
- What happened in the battle of the ironclads?
- What was the Emancipation Proclamation and what did it do?
- Why did Abraham Lincoln believe he could free the slaves in the Confederacy?
- How did the Emancipation Proclamation change Lincoln's goals for the war?
- Why was the capture of New Orleans so important to the Northern strategy?
- What happened at the Battle of Vicksburg?
- What happened at the Battle of Gettysburg?
- What was Pickett's Charge?
- How did the North win the Battle of Gettysburg? Why was this such a crucial victory?
- What did Abraham Lincoln say in the Gettysburg Address?
- What was Ulysses S. Grant like? Why was he a good general?
- What was William Tecumseh Sherman's 'total war' strategy?
- What happened during the March to the Sea?
- Why were many people not happy with Abraham Lincoln before the 1864 election?
- Why did Robert E. Lee eventually surrender?
- What happened at Appomattox Court House?
- What were the most significant moments in the Civil War?
- Why did the Union win the Civil War?
- What happened to Abraham Lincoln just a few days after the end of the Civil War?
- Why did John Wilkes Booth shoot Abraham Lincoln? What did he do afterwards?
- Questions from the U.S. Civics Test:
 - Question 92: Name the U.S. war between the North and the South.
 - Question 93: The Civil War had many important events. Name one.
 - Question 94: Abraham Lincoln is famous for many things. Name one.
 - Question 95: What did the Emancipation Proclamation do?
 - Question 96: What U.S. war ended slavery?

KEYS TO THE LESSON

The American Civil War may be the defining event in American history. The outcome of the Civil War determined whether the nation would live according to the principles of liberty, equality under law, and self-government, or reject those truths in favor of slavery, inequality, and tyrannical rule. Students should appreciate this about the bloodiest conflict in their nation's history. They should also know the stories of the heroic actions both leaders and of ordinary citizens in that war, understand the strategies employed in general and in specific battles, and consider the key moments and factors that led the Union to ultimate victory. Additionally, students have an unmatched opportunity to understand statesmanship through the careful study of Abraham Lincoln's thoughts, speeches, and actions as he led the nation through the Civil War.

Teachers might best plan and teach the Civil War with emphasis on the following approaches:

- Read aloud with students parts of *Meet Abraham Lincoln* or *The Civil War*, asking questions throughout.

- Have students consider the arguments by the South and by Abraham Lincoln regarding the idea of “states’ rights” and the constitutionality of secession. Students should understand that there is no such thing as a “state right,” since rights belong only to persons. States (as governments) possess powers (not rights), as outlined in their state and in the federal Constitution, which the states are to use to protect the rights and the common good of their citizens (including from encroachment by the federal government by appealing to the Constitution itself). Read brief portions of Lincoln’s first inaugural address where he presents the case for how secession is unconstitutional and how he, having taken an oath in his office as president, can and must preserve the Constitution and Union.
- Help students to see how the decision by Southern states to secede was largely determined by a small elite or even merely by governors. In Virginia, for example, the governor himself made the decision to secede without consulting the legislature. Moreover, insofar as slavery was the chief interest the South wanted to preserve, only a minority of Southerners owned slaves and even a smaller minority owned a large number of slaves on plantations. The majority of Southerners were not slaveholders and while fighting for their states would preserve slavery, many common Southerners fought for the argument of states’ rights rather than to preserve the institution of slavery.
- Emphasize that the governing state known as the Confederacy was founded on the rejection of the principle of equality from the Declaration of Independence, and on an argument of the inequality of races, as asserted by its vice president, Alexander Stephens, who said that African American inferiority was the “cornerstone” of the Confederacy.
- Teach students about the delicacy with which Abraham Lincoln had to approach the border states (slave states that remained in the Union) and why this delicacy was needed. Lincoln was mindful of this necessity when he wrote his first inaugural address.
- Explain that Abraham Lincoln’s first goal in fighting the Civil War was to preserve the Union. It is important that students understand Lincoln’s reasoning. He was against slavery and wanted it abolished, but his constitutional obligation was to preserve the Union. If he acted otherwise, he would violate the Constitution and the rule of law, becoming no better than the seceding states and forfeiting his moral authority as the defender of the rule of law. Students should also know that while Lincoln did not believe he could abolish slavery alone or that abolishing slavery was the purpose for fighting the war, he nonetheless believed, like many of the Founders, that the only way to abolish slavery would be if the Union were preserved.
- Have students think through and compare the various advantages and disadvantages each side had at the outset of the war and how these shifted during the war. Having students take simple notes, as a “T-Chart” can be effective for this part of the lesson.
- Build students’ familiarity with the style of warfare in the mid-19th century, and show them plenty of images to do so. Students need this foundation for their subsequent study of battles. This helps them to imagine and understand what happens in battle and to appreciate the bravery of soldiers fighting on both sides.
- Present to students explanations of each side’s strategy at various stages of the war and the tactics and battle plans employed in specific battles. Of special note are the Union’s Anaconda Plan, James Longstreet’s development of trench warfare, the siege and battle of Vicksburg, and Robert E. Lee’s strategy preceding Gettysburg, among others.
- As with any conflict, dwell on the key contributions of both leaders and common soldiers in the war, especially Robert E. Lee, Stonewall Jackson, Ulysses S. Grant, and William Tecumseh Sherman.

- Consider with students how the Civil War was a “brothers’ war,” that is, it was among fellow citizens, sometimes even friends and family members. Ask students how this is distinct from other wars. It is also, for this reason, considered one of the worst and most tragic kinds of war.
- Share with students the unity found within the Union ranks in the cause of the United States and eventually the abolition of slavery. 1.3 million Union men of European ancestry fought in the Civil War and 180,000 African American men volunteered for the Union forces, making up nearly 10 percent of the Union army. Of all Union soldiers, 600,000 were wounded and approximately 360,000 Union men were killed.
- Teach the war, especially the major battles and military campaigns, in some detail. Students should understand how the battles came to be, the key stories, factors, and moments from the battle itself, and the significance of their various outcomes on subsequent events. Employ battle maps often and have students track battles and campaigns.
- Help students to note the major themes running through the early years of the war, namely how Confederate commanders carried the day repeatedly despite the North’s growing advantages, and how they exhibited military leadership and decisiveness. Students should also appreciate how unpopular Abraham Lincoln was in the North during much of the war.
- Have students come to know Abraham Lincoln, in his personal life, interior thoughts and troubles, and his great love for his country. Students should also think about the thinking and decision-making that makes Lincoln perhaps the greatest statesman in American history.
- Based on his writings, words, and deeds, show students how Abraham Lincoln always believed in the equal human dignity of African Americans and grew over the course of his career to see that African Americans were equal socially as well, a growth in understanding that he knew more Americans would need to develop in order for African Americans to be treated truly as equals. As his own experience showed, he believed this would take some time, particularly in slave-holding states.
- Read aloud in class the Emancipation Proclamation and teach students the technicalities Abraham Lincoln navigated in thinking of it, drawing it up, and the timing of its promulgation. He had to retain the border states, abide by the Constitution, achieve victory, and earn the support of public opinion in order for slaves to be effectively freed—and he did it all. Students should understand that Lincoln’s justification for freeing the slaves involved exercising his executive powers as commander-in-chief of the armed forces during an armed rebellion. This is why Lincoln only had the authority to apply the Emancipation Proclamation to those states in actual rebellion, why it could not be applied to slave-holding border states not in rebellion, and why he knew that after the war, an amendment to the Constitution would be necessary to bring emancipation to all the states and make it permanent.
- Read aloud with students and discuss the Gettysburg Address. It is a magnificent work of oratory, but it also gets at the heart of the American founding and the ideas that maintain the United States. It also shows the importance of defending and advancing those ideas, both in the Civil War and in our own day, as is incumbent on every American citizen.
- Note the importance of Abraham Lincoln’s choice of Ulysses S. Grant as General-in-Chief of the entire Union Army. Grant’s decisiveness combined with William Tecumseh Sherman’s boldness proved essential in prosecuting the war from late 1863 onward.
- Recap the war by considering major statistics, including the number of casualties and deaths on each side. Ask what stance Americans today should have towards those who fought in the Civil War, distinguishing between Northern soldiers and Southern soldiers. When considering

Southern soldiers, be sure to note the tragic death of so many Americans, even if they were fighting for a confederate government dedicated to preserving slavery. As noted previously, most of those doing the actual fighting for the South did not own slaves and believed that they were fighting for their country as well.

- Share some of the main ideas in Abraham Lincoln’s second inaugural address. Lincoln addresses many topics within the speech, both reflecting on the war and outlining a plan for after the war. In some respects, this speech is “part two” of what Lincoln began to assert in the Gettysburg Address. One of the main ideas Lincoln suggests, however, is that the Civil War was a punishment for the whole nation. This punishment was not necessarily for the mere existence of slavery but because, unlike the founding generation, the nation had in the time since the founding not continued to work for the abolition of the evil of slavery. While no country will ever be perfect, a people should work to make sure its laws do not promote the perpetuation of a practice that violates the equal natural rights of its fellow citizens.
- To set up the following unit, outline for students Abraham Lincoln’s preliminary plans for reconstruction, and impress upon students the immense historical consequences of Lincoln’s assassination.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Assign each student a different event to draw from the Civil War. Then have students arrange themselves in the correct order of events in class and have each present briefly what they drew, the story behind it, its relationship to other scenes, and why they depicted it the way they did.

Activity 2: Have students draw a map of the United States during the Civil War and then draw and label the Union, Confederate, and Border states, strategy, and battle sites of the Civil War (this activity can be assigned at the end of the lesson or be an ongoing activity as battles are taught).

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: Why did Abraham Lincoln and the Union fight the Civil War? (2–4 sentences)

Assignment 3: Have students learn by heart and recite the Gettysburg Address.

Assignment 4: Choose a battle from the Civil War and retell the story of what happened in the battle (1 paragraph).

Name _____

Date _____

Formative Quiz 2

Covering Lesson 3
10-15 minutes

MULTIPLE CHOICE: *Circle the option that best answers each question.*

1. What was the name of Confederate general who was famous for standing and fighting, but who was accidentally killed by friendly fire?
 - a. George McClellan
 - b. Thomas “Stonewall” Jackson
 - c. Robert E. Lee
 - d. William Tecumseh Sherman

2. What was the name of the all–African American regiment that fought bravely at Fort Wagner?
 - a. 54th Tennessee
 - b. 1st American
 - c. 54th Massachusetts
 - d. 25th Douglass

3. What was the name of the round bullet that so inflicted devastating wounds on Civil War soldiers?
 - a. Brown Bess
 - b. Rifle
 - c. minié ball
 - d. silver bullet

4. What Union victory made Abraham Lincoln confident enough that the Emancipation Proclamation would carry weight among Northerners?
 - a. Gettysburg
 - b. Bull Run
 - c. Fort Wagner
 - d. Antietam

5. Which Union victory secured the western theatre of war and propelled Ulysses S. Grant to command the entire Union forces?
 - a. Gettysburg
 - b. Bull Run
 - c. Vicksburg
 - d. Antietam

SHORT ANSWER: *Answer the following in complete sentences.*

6. What was important about Virginia's decision to secede? How did it come about?

7. How did Abraham Lincoln keep the border states in the Union?

8. What things were helpful to the Union in the Civil War?

9. What was the problem with most of the Union generals early in the war?

10. What happened during the March to the Sea?

Lesson 4 — Reconstruction

1865–1877

4-5 classes

LESSON OBJECTIVE

Students learn about the remarkable fulfillment of civil rights for freedmen during Reconstruction despite the objections of some and then the reversal of many of those realizations in Southern states during Reconstruction and after its end in 1877.

TEACHER PREPARATION

Create a note outline based on the following:

Student Texts

The Civil War: Reader
Primary Sources

Pages 158–189
See below.

Teacher Texts

Land of Hope Young Readers' Edition
The Story of the Thirteen Colonies and the Great Republic
The Civil War and Reconstruction

Chapters 23 and 24
Pages 196–202
Pages 274–317

Trade Book

If You Lived at the Time of the Civil War

Online.Hillsdale.edu

The Great American Story
Civil Rights in American History

Lecture 11
Lectures 4 and 5

STUDENT PREPARATION

Assignment 1: Students pre-read *The Civil War*, pages 158-189 (grade 5).

CORE CONTENT IN THIS LESSON

Geography & Places

Former Confederacy

Persons

Andrew Johnson
Hiram Revels
Ulysses S. Grant

Elijah McCoy
Rutherford B. Hayes

Terms and Topics

Reconstruction	black codes
Radical Republicans	scalawags and carpetbaggers
freedmen	Ku Klux Klan Acts
13th, 14th, 15th Amendments	Transcontinental Railroad
military districts	Jim Crow
Freedmen's Bureau	Compromise of 1877
sharecropping	

Primary Sources

13th Amendment

To Know by Heart

First line of the 13th Amendment
 “Lift Every Voice and Sing” — James Weldon Johnson
 “Sympathy” — Paul Laurence Dunbar

Timeline

1865–77 Reconstruction

Images

Historical figures and events
 Maps showing the gradual re-admittance of Southern states
 Photographs of African Americans in the South, both in freedom and with the heavy restrictions placed on their freedom

STORIES FOR THE AMERICAN HEART

- The swearing in of Hiram Revels to the US Senate
- Completion of the Transcontinental Railroad at Promontory Point, Utah

QUESTIONS FOR THE AMERICAN MIND

- What does *reconstruction* mean?
- What was the North like after the Civil War?
- What was the South like after the Civil War?
- How did Northerners and Southerners feel about each other after the Civil War?
- What plans did Abraham Lincoln have for Reconstruction?
- Why did Abraham Lincoln wish to avoid punishing the South after the war?
- How did the assassination of Abraham Lincoln drastically change the future of American history following the Civil War?
- What plans did the Radical Republicans have for Reconstruction?
- Why did Andrew Johnson and the Republicans not get along?
- Why was Andrew Johnson impeached?
- What did a Confederate state have to do in order to rejoin the Union?
- What changes did Republicans make to the Constitution?

- What did the 13th Amendment do?
- How did life improve for African Americans in the South during Reconstruction? Which liberties were secured to them?
- How did some people and governments in the former confederate states continue to try to hurt African Americans during Reconstruction? How were newly-secured freedoms suppressed or denied?
- How did Republicans in the North attempt to defend and protect African Americans in the South during Reconstruction?
- How were African Americans in the South forced to fend for themselves?
- What was Ulysses S. Grant's presidency like?
- What happened in the election of 1876 and the Compromise of 1877?
- How did some people and governments in the former confederate states continue try to hurt African Americans in the South after Reconstruction?
- How were the black codes designed to freedmen like slaves again?
- Questions from the U.S. Civics Test:
 - Question 63: There are four amendments to the U.S. Constitution about who can vote. Describe one of them.
 - Question 97: What amendment gives citizenship to all persons born in the United States?
 - Question 98: When did all men get the right to vote?
 - Question 126: Name three national U.S. holidays.
 - Question 127: What is Memorial Day?

KEYS TO THE LESSON

Even before the battlefield fighting was over, a new kind of struggle would emerge to determine the status of former slaves now made free. In decisive ways, Abraham Lincoln's assassination was devastating for the prospects of healing the nation while effectively securing the equal rights of freedmen. Not only was the desire for vengeance that Lincoln attempted to abate unleashed against the South, but the Republicans controlling Congress themselves fought bitterly with President Andrew Johnson over the purpose and method of Reconstruction. While some remarkable gains were made for African Americans in the South, particularly in fulfilling in law the core ideas enunciated in the American founding and fought for by the Union, objections to such fulfillments remained, new injustices were established, and the management of Reconstruction was in disarray. The Compromise of 1877 ended the period of Reconstruction, leaving the protections African Americans had gained without federal protection, resulting in decades of restrictions on their rights and liberties.

Teachers might best plan and teach Reconstruction with emphasis on the following approaches:

- Have students consider the effect of Abraham Lincoln's assassination on Reconstruction and the future of America, especially as regards civil rights for African Americans. Lincoln's focus was healing the nation while simultaneously providing for the effective and long-term establishment of equal rights for African Americans. Vice President Andrew Johnson succeeded Lincoln after his assassination.
- The transformation of a society away from decades of slavery was no small task. Depict Reconstruction as being tragically undermined and strained by the conflicts between congressional Republicans (who strongly opposed slavery), President Andrew Johnson (a pro-

Union Democrat with little sympathy for former slaves), and lawmakers in the Southern states (who mostly wished to restrict the rights of the new freedmen), all of whom operated out of distrust following a painful and bloody Civil War.

- Have students read the 13th Amendment to the Constitution and discuss the laws passed during Reconstruction. It is important to note the major and meaningful efforts Northerners made to guarantee the rights of African Americans.
- Teach students about both the important gains and protections Republicans won for African Americans during Reconstruction as well as the ways in which these were undermined by actions in the former confederate states and Johnson himself. Students should gain an appreciation of the remarkable speed and degrees to which former slaves were incorporated into the civil body early in Reconstruction, including the thousands of African Americans who would hold office at the local, state, and even federal level. But they should also understand the ways that Johnson resisted equal treatment of African Americans and in doing so encouraged and allowed certain bad policies (such as “black codes” passed by state legislatures and movements such as what would become the Ku Klux Klan) in the former Confederacy. In fact, many of the reversals of reconstruction began during the presidential reconstruction of Johnson, who was decidedly against secession but by no means opposed to slavery. Congress repeatedly had to override his vetoes and enact Constitutional amendments to prevent his defense of inequalities.
- Have students learn about the ways in which many civil rights achievements were thwarted or undone both during and after Reconstruction. For instance, spend time discussing how as Southerners were enfranchised, African American officials were voted out of office and how “black codes” would eventually become Jim Crow laws. Discuss how “black codes” limited freedmen’s civil rights and imposed economic restrictions, including making being unemployed illegal, prohibiting landownership, requiring long-term labor contracts, prohibiting assemblies of freedmen only, prohibiting teaching freedmen to read or write, segregating public facilities, prohibiting freedmen from serving on juries, and carrying out corporal punishments for violators, among other restrictions and injustices. Note also the use of poll taxes and literacy tests to prohibit African Americans from voting.
- Explain how sharecropping made it nearly impossible for freedmen to accumulate enough capital to purchase their own land or set-off on a different pursuit. Moreover, students should be aware of the struggle facing freedmen who were still in a society prejudiced against them, without capital, land, or even the ability to read.
- Explain the emergence of groups such as the Ku Klux Klan and the power that their intimidation of African Americans and Republicans had in diminishing the political participation of freedmen.
- Teach students how Republicans passed and President Ulysses S. Grant signed into law the Ku Klux Klan Acts to prohibit intimidation of freedmen exercising their civil rights. Grant also empowered the president to use the armed forces against those who tried to deny freedmen equal protection under the laws. Nonetheless, such measures were usually sloppily enforced.
- At the same time, note the improvements during Reconstruction in building hospitals, creating a public school system, securing civil rights in principle, and fostering community within the freedmen community, especially in marital and family stability and through vibrant churches.
- Explain that Reconstruction effectively ended with the Compromise of 1877 that settled the disputed election of 1876. Congress (now controlled by the Democratic Party) would allow Republican Rutherford B. Hayes to be declared president in exchange for his withdrawing federal

troops in former confederate states. Point out that in the backdrop was both continuing Southern resistance and a gradual waning of Northern zeal for (and political interest in) reform within the South.

- Ask students to consider the tragic nature of Reconstruction: a time of so much hoped for and achieved in applying the principle of equal natural rights was repeatedly undermined and mismanaged, then suddenly ended for political expediency, enabling new forms of injustice in certain areas of the country, after a war to end injustice had consumed the lives of hundreds of thousands of Americans.
- Nevertheless, make sure students do not lose sight of the momentous achievements in liberty, equality, and self-government fulfilled because of the Civil War. Students should appreciate the very significant achievements of Lincoln and the Civil War while looking forward to future generations of Americans who would seek to live up to the fundamental principles of America in their own times.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Have students draw a map of the United States after the Civil War and then track the re-admittance of states into the Union during Reconstruction (this activity can be assigned at the end of the lesson or be an ongoing activity as battles are taught).

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: What were the good things and bad things that happened during Reconstruction? (2–4 sentences)

Assignment 3: How might Reconstruction have been different had Abraham Lincoln been alive? What would Lincoln have done the same and different than what happened? (2–4 sentences)

APPENDIX A

Talk about History

Study Guides

Tests

Writing Assignment

TALK ABOUT HISTORY

Student Name: _____

Due: _____

Story/Lesson from History: _____

1. Who/what did you learn about in history class today?

Student Answer: _____

2. Who were the most important characters in the story?

Student Answer: _____

3. Tell me more about one of those characters.

Student Answer: _____

4. Tell me about the most exciting/interesting part of the story today.

Student Answer: _____

Parent Signature: _____

Date: _____

TALK ABOUT HISTORY

Student Name: _____

Due: _____

Story/Lesson from History: _____

1. Who/what did you learn about in history class today?

Student Answer: _____

2. Who were the most important characters in the story?

Student Answer: _____

3. Tell me more about one of those characters.

Student Answer: _____

4. Tell me about the most exciting/interesting part of the story today.

Student Answer: _____

Parent Signature: _____

Date: _____

Study Guide — Unit 2, Test 1

Lesson 1 | The Expansion of Slavery

Lesson 2 | Toward Civil War

Test on _____

TIMELINE

When given dates in order, match events from a list to the years or dates that they happened.

1849	California Gold Rush
1860	Election of Abraham Lincoln; South Carolina secedes
April 12, 1861	Attack on Fort Sumter

PERSONS

Identify each, provide biographical details, and explain what he or she thought or did in specific periods or events.

Abraham Lincoln	Sojourner Truth	Harriet Tubman
Frederick Douglass	Harriet Beecher Stowe	Stephen Douglas

TERMS AND TOPICS

Identify each and explain its significance to the period of history studied.

cotton gin	<i>Narrative of the Life of</i>	Bleeding Kansas
Antebellum	<i>Frederick Douglass</i>	a house divided
secession	<i>Uncle Tom's Cabin</i>	Republican Party
Compromise of 1850	Underground Railroad	<i>Dred Scott v. Sandford</i>
abolitionism	popular sovereignty	Lincoln–Douglas Debates

STORIES FOR THE AMERICAN HEART

Be familiar with each of the following stories.

- Biographies and the roles of Frederick Douglass, Harriet Tubman, and Abraham Lincoln prior to the Civil War
- Actions of Harriet Tubman and the Underground Railroad
- The first shots fired on Fort Sumter

QUESTIONS FOR THE AMERICAN MIND

Based on notes from lessons and conversations, answer each of the following.

- Even though many wanted to abolish slavery, why did the Founders think that permitting slavery and keeping the Americans united would be the only way eventually to get rid of slavery?
- Why did the Founders expect that slavery would eventually die out on its own?
- What invention after the founding made cotton more valuable and actually increased slavery, which ruined the Founders' guess that slavery would end on its own?
- How did Frederick Douglass show that slavery was evil?
- Who were the abolitionists? What kinds of things did they do to try to end slavery?
- How did the Underground Railroad work?
- Why did slave states want to expand the number of slave states in the western territories?
- Why did Abraham Lincoln believe "popular sovereignty" was wrong?
- Why did people create the Republican Party?
- Did Abraham Lincoln believe the Founders created a country to protect slavery or to end slavery? Why did he think this?
- What did Abraham Lincoln mean when he said that "a house divided against itself cannot stand?"
- What did Southern states do after Abraham Lincoln was elected?
- What happened at Fort Sumter and how did Abraham Lincoln respond?
- How was slavery the real reason the Civil War was fought?

Name _____

Date _____

The American Civil War — Test 1

Lesson 1 | The Expansion of Slavery

Lesson 2 | Toward Civil War

TIMELINE: Write the letter of each event next to the date or years it took place.

- | | | |
|----------------|-------|--|
| 1849 | _____ | A. Election of Lincoln; South Carolina secedes |
| 1860 | _____ | B. California Gold Rush |
| April 12, 1861 | _____ | C. Attack on Fort Sumter |

MATCHING: Write the letter of each definition to the correct word it defines.

- | | |
|-------------------------------------|--|
| _____ antebellum | A. a new political group formed to prevent the spread of slavery |
| _____ abolitionism | B. a series of public conversations between two Illinois Senate candidates about whether slavery should be expanded and how that decision should be made |
| _____ Republican Party | C. a Supreme Court decision that said slaves were not people |
| _____ popular sovereignty | D. efforts to end slavery |
| _____ Bleeding Kansas | E. fighting over whether slavery would exist in a new territory; hinted at the Civil War |
| _____ <i>Dred Scott v. Sandford</i> | F. Lincoln's warning about the threat of disunity over slavery to America |
| _____ a house divided | G. the time before the Civil War |
| _____ Lincoln–Douglas Debates | H. when a state attempts to leave the United States |
| _____ secession | I. where the people get to vote on whether to have slavery or not in a territory or state |

MULTIPLE CHOICE: Circle the option that best answers each question.

- Which invention radically increased the demand for slave labor after the American founding?
 - the light bulb
 - the steamboat
 - the train
 - the cotton gin

2. What was the series of separate agreements that merely postponed civil war?
 - a. Great Compromise
 - b. Three-Fifths Compromise
 - c. Compromise of 1850
 - d. Bad Compromise

3. Who was the “little lady” who wrote the book called *Uncle Tom’s Cabin* that helped Northerners imagine the horrors of slavery?
 - a. Harriet Tubman
 - b. Phyllis Wheatley
 - c. Sojourner Truth
 - d. Harriet Beecher Stowe

4. Who was an escaped slave who bravely led many other slaves to freedom on the Underground Railroad?
 - a. Harriet Tubman
 - b. Frederick Douglass
 - c. William Lloyd Garrison
 - d. Harriet Beecher Stowe

5. Who was raised in a log cabin, taught himself instead of going to school, and came to argue that slavery was a moral evil that needed to be resisted?
 - a. Stephen Douglas
 - b. Abraham Lincoln
 - c. Henry Clay
 - d. Millard Fillmore

6. Who was the Illinois Senator who argued that when slavery would exist in state should be left up to the people to decide by voting?
 - a. Abraham Lincoln
 - b. Henry Clay
 - c. Millard Fillmore
 - d. Stephen Douglas

QUESTIONS FOR THE AMERICAN MIND: *Answer the following in complete sentences.*

7. Even though many wanted to abolish slavery, why did the Founders think that permitting slavery and keeping the Americans united would be the only way eventually to get rid of slavery?

8. How did the Underground Railroad work?

9. Why did slave states want to expand the number of slave states in the western territories?

10. Why did Abraham Lincoln believe “popular sovereignty” was wrong?

11. What happened at Fort Sumter and how did Abraham Lincoln respond?

STORIES FOR THE AMERICAN HEART: *Tell me about the life of Frederick Douglass.*

Study Guide — Unit 2, Test 2

Lesson 3 | The Civil War
Lesson 4 | Reconstruction

Test on _____

TIMELINE

When given dates in order, match events from a list to the years or dates that they happened.

1861–65	Civil War
April 14–15, 1865	Abraham Lincoln assassinated; Andrew Johnson becomes president
1865–77	Reconstruction

PERSONS

Identify each, provide biographical details, and explain what he or she thought or did in specific periods or events.

Abraham Lincoln	Clara Barton	Andrew Johnson
Jefferson Davis	Ulysses S. Grant	Hiram Revels
Robert E. Lee	William Tecumseh Sherman	Rutherford B. Hayes
Thomas “Stonewall” Jackson	John Wilkes Booth	

TERMS AND TOPICS

Identify each and explain its significance to the period of history studied.

Confederate States of America	American Red Cross	Pickett’s Charge
minié ball	ironclads	54th Massachusetts
Reconstruction	Battle of Gettysburg	Sherman’s “March to the Sea”
13 th Amendment	sharecropping	Jim Crow
freedmen	black codes	Compromise of 1877
Freedmen’s Bureau	scalawags & carpetbaggers	
	Transcontinental Railroad	

STORIES FOR THE AMERICAN HEART

Be familiar with each of the following stories.

- Battle of the ironclads
- Fighting at Little Round Top and Pickett's Charge
- The writing and delivery of the Gettysburg Address
- Robert E. Lee's surrender to Ulysses S. Grant at Appomattox Court House
- Assassination of Abraham Lincoln at Ford's Theatre
- The swearing in of Hiram Revels to the U.S. Senate

QUESTIONS FOR THE AMERICAN MIND

Based on notes from lessons and conversations, answer each of the following.

- Why did Abraham Lincoln think that the Southern states cannot leave the country?
- Why was Abraham Lincoln's first goal for fighting the Civil War to preserve the Union?
- Why was Abraham Lincoln's second goal for fighting the Civil War to stop the spread of slavery?
- How did soldiers fight each other in the Civil War?
- What was the problem with most of the Union generals early in the war?
- What was the Emancipation Proclamation and what did it do?
- How did the North win the Battle of Gettysburg? Why was this such a crucial victory?
- What was Ulysses S. Grant like? Why was he a good general?
- What happened during the March to the Sea?
- Why did the Union win the Civil War?
- What does reconstruction mean?
- Why did Andrew Johnson and the Republicans not get along?
- How did life improve for African Americans in the South during Reconstruction?
- How did some people and governments in the Southern states continue to try to hurt African Americans during and after Reconstruction?
- What happened in the election of 1876 and the compromise of 1877?

Name _____

Date _____

The American Civil War — Test 2

Lesson 3 | The Civil War
Lesson 4 | Reconstruction

TIMELINE: Write the letter of each event next to the date or years it took place.

- | | | |
|-------------------|-------|--|
| 1861–1865 | _____ | A. Reconstruction |
| April 14–15, 1865 | _____ | B. Lincoln assassinated; Johnson president |
| 1865–1877 | _____ | C. Civil War |

MATCHING: Write the letter of each definition to the correct word it defines.

- | | |
|-------------------------------------|--|
| _____ Confederate States of America | A. a form of transportation that could carry Americans all the way between the Atlantic and Pacific oceans |
| _____ minie ball | B. a round bullet that inflicted terrible wounds during the Civil War |
| _____ 54th Massachusetts | C. an all–African American regiment of soldiers who fought bravely at Fort Wagner for the Union |
| _____ March to the Sea | D. former slaves who were freed by the Civil War |
| _____ Reconstruction | E. General Sherman’s path of destruction from Atlanta to Savannah, Georgia |
| _____ freedmen | F. laws Southern governments created targeted at restricting the freedoms of African Americans |
| _____ sharecropping | G. the country the Southern states attempted to form during the Civil War |
| _____ black codes | H. the only jobs available to former slaves in the South, in which they farmed for former slave–owners; little better than slavery |
| _____ Transcontinental Railroad | I. the period following the Civil War in which Northerners controlled the government in Southern states |

MULTIPLE CHOICE: Circle the option that best answers each question.

1. Which former U.S. Senator became the president of the Confederacy?
 - a. Abraham Lincoln
 - b. Jefferson Davis
 - c. Robert E. Lee
 - d. Stonewall Jackson

2. When the U.S.S. *Merrimack* and the C.S.S. *Virginia* clashed, it was the first battle of what kind of naval ship?
 - a. tall ships
 - b. submarines
 - c. ironclads
 - d. canoes

3. Who was the Union general who had not done well at West Point but who was bold and decisive in combat?
 - a. Robert E. Lee
 - b. George McClelland
 - c. Ulysses S. Grant
 - d. Thomas “Stonewall” Jackson

4. Who was considered the “Angel of the Battlefield” in her efforts to minister to wounded and dying soldiers during the Civil War by founding the American Red Cross?
 - a. Harriet Tubman
 - b. Clara Barton
 - c. Sojourner Truth
 - d. Harriet Beecher Stowe

5. Who was the Confederate sympathizer who shot Abraham Lincoln after Lincoln expressed giving voting rights to African Americans?
 - a. Thomas “Stonewall” Jackson
 - b. Andrew Johnson
 - c. William Tecumseh Sherman
 - d. John Wilkes Booth

6. Who was the first African American Senator, appointed and sworn in during Reconstruction?
 - a. Frederick Douglass
 - b. Hiram Revels
 - c. Rutherford B. Hayes
 - d. Andrew Johnson

QUESTIONS FOR THE AMERICAN MIND: *Answer the following in complete sentences.*

7. Why was Abraham Lincoln’s second goal for fighting the Civil War to stop the spread of slavery?
-
-

8. What was the problem with most of the Union generals early in the war?

9. What was the Emancipation Proclamation and what did it do?

10. Why did the Union win the Civil War?

11. How did life improve for African Americans in the South during Reconstruction? How did it not improve?

STORIES FOR THE AMERICAN HEART: *Tell me about the fighting at Little Round Top and Pickett's Charge at the Battle of Gettysburg.*

APPENDIX B

Primary Sources

Frederick Douglass

Abraham Lincoln

The American People

FREDERICK DOUGLASS*Narrative of the Life of Frederick Douglass,
An American Slave*

AUTOBIOGRAPHY EXCERPT

May 1, 1845

Anti-Slavery Office | Boston, Massachusetts

BACKGROUND

The former slave and abolitionist Frederick Douglass wrote this autobiography on his life as a slave and his eventual escape and life in freedom.

ANNOTATIONS**NOTES & QUESTIONS**

I WAS born in Tuckahoe, near Hillsborough, and about twelve miles from Easton, in Talbot county, Maryland. I have no accurate knowledge of my age, never having seen any authentic record containing it. By far the larger part of the slaves know as little of their ages as horses know of theirs, and it is the wish of most masters within my knowledge to keep their slaves thus ignorant. I do not remember to have ever met a slave who could tell of his birthday. They seldom come nearer to it than planting-time, harvest-time, cherry-time, spring-time, or fall-time. A want of information concerning my own was a source of unhappiness to me even during childhood. The white children could tell their ages. I could not tell why I ought to be deprived of the same privilege. I was not allowed to make any inquiries of my master concerning it. He deemed all such inquiries on the part of a slave improper and impertinent, and evidence of a restless spirit. The nearest estimate I can give makes me now between twenty-seven and twenty-eight years of age. I come to this, from hearing my master say, some time during 1835, I was about seventeen years old.

My mother was named Harriet Bailey. She was the daughter of Isaac and Betsey Bailey,

Frederick Douglass, *Narrative of the Life of Frederick Douglass: An American Slave* (Boston: Anti-Slavery Office, 1845).

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both colored, and quite dark. My mother was of a darker complexion than either my grandmother or grandfather.

My father was a white man. He was admitted to be such by all I ever heard speak of my parentage. The opinion was also whispered that my master was my father; but of the correctness of this opinion, I know nothing; the means of knowing was withheld from me. My mother and I were separated when I was but an infant—before I knew her as my mother. It is a common custom, in the part of Maryland from which I ran away, to part children from their mothers at a very early age. Frequently, before the child has reached its twelfth month, its mother is taken from it, and hired out on some farm a considerable distance off, and the child is placed under the care of an old woman, too old for field labor. For what this separation is done, I do not know, unless it be to hinder the development of the child's affection toward its mother, and to blunt and destroy the natural affection of the mother for the child. This is the inevitable result.

I never saw my mother, to know her as such, more than four or five times in my life; and each of these times was very short in duration, and at night. She was hired by a Mr. Stewart, who lived about twelve miles from my home. She made her journeys to see me in the night, travelling the whole distance on foot, after the performance of her day's work. She was a field hand, and a whipping is the penalty of not being in the field at sunrise, unless a slave has special permission from his or her master to the contrary—a permission which they seldom get, and one that gives to him that gives it the proud name of being a kind master. I do not recollect of ever seeing my mother by the light of day. She was with me in the night. She would lie down with me, and get me to sleep, but long before I waked she was gone. Very little communication ever took place between us. Death soon ended what little we could have while she lived, and with it her hardships and suffering.

She died when I was about seven years old, on one of my master's farms, near Lee's Mill. I was not allowed to be present during her illness, at her death, or burial. She was gone long

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before I knew any thing about it. Never have enjoyed, to any considerable extent, her soothing presence, her tender and watchful care, I received the tidings of her death with much the same emotions I should have probably felt at the death of a stranger.

5 Called thus suddenly away, she left me without the slightest intimation of who my father was. The whisper that my master was my father, may or may not be true; and, true or false, it is of but little consequence to my purpose whilst the fact remains, in all its glaring odiousness, that slaveholders have ordained, and by law established, that the children of slave women shall in all cases follow the condition of their mothers; and this is done too obviously to administer to their own lusts, and make a gratification of their wicked desires profitable as well as pleasurable; for by this cunning arrangement, the slaveholder, in cases not
10 a few, sustains to his slaves the double relation of master and father.

I know of such cases, and it is worthy, of remark that such slaves invariably suffer greater hardships, and have more to contend with, than others. They are, in the first place, a constant offence to their mistress. She is ever disposed to find fault with them; they can seldom
15 do any thing to please her; she is never better pleased than when she sees them under the lash, especially when she suspects her husband of showing to his mulatto children favors which he withholds from his black slaves. The master is frequently compelled to sell this class of his slaves, out of deference to the feelings of his white wife; and, cruel as the deed may strike any one to be, for a man to sell his own children to human flesh-mongers, it is
20 often the dictate of humanity for him to do so; for, unless he does this, he must not only whip them himself, but must stand by and see one white son tie up his brother, of but few shades darker complexion than himself, and ply the gory lash to his naked back; and if he lisp one word of disapproval, “it is set down to his parental partiality, and only makes a bad matter worse, both for himself and the slave whom he would protect and defend....

25 I have had two masters. My first master’s name was Anthony. I do not remember his first name. He was generally called Captain Anthony—a title which, I presume, he acquired by sailing a craft on the Chesapeake Bay. He was not considered a rich slaveholder. He owned two or three farms, and about thirty slaves. His farms and slaves were under the care of an

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overseer. The overseer's name was Plummer. Mr. Plummer was a miserable drunkard, a profane swearer, and a savage monster. He always went armed with a cowskin and a heavy cudgel. I have known him to cut and slash the women's heads so horribly, that even master would be enraged at his cruelty, and would threaten to whip him if he did not mind himself.

5 Master, however, was not a humane slaveholder. It required extraordinary barbarity on the part of an overseer to affect him. He was a cruel man, hardened by a long life of slaveholding. He would at times seem to take great pleasure in whipping a slave. I have often been awakened at the dawn of day by the most heart-rending shrieks of an own aunt of mine, whom he used to tie up to a joist, and whip upon her naked back till she was literally
10 covered with blood. No words, no tears, no prayers, from his gory victim, seemed to move his iron heart from its bloody purpose. The louder she screamed, the harder he whipped; and where the blood ran fastest, there he whipped longest. He would whip her to make her scream, and whip her to make her hush; and not until overcome by fatigue, would he cease to swing the blood-clotted cowskin. I remember the first time I ever witnessed this horrible
15 exhibition. I was quite a child, but I well remember it. I never shall forget it whilst I remember any thing. It was the first of a long series of such outrages, of which I was doomed to be a witness and a participant. It struck me with awful force. It was the blood-stained gate, the entrance to the hell of slavery, through which I was about to pass. It was a most terrible spectacle. I wish I could commit to paper the feelings with which I beheld it....

20 As to my own treatment while I lived on Colonel Lloyd's plantation, it was very similar to that of the other slave children. I was not old enough to work in the field, and there being little else than field work to do, I had a great deal of leisure time. The most I had to do was to drive up the cows at evening, keep the fowls out of the garden, keep the front yard clean, and run of errands for my old master's daughter, Mrs. Lucretia Auld. The most of my lei-
25 sure time I spent in helping Master Daniel Lloyd in finding his birds, after he had shot them. My connection with Master Daniel was of some advantage to me. He became quite attached to me, and was a sort of protector of me. He would not allow the older boys to impose upon me, and would divide his cakes with me.

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I was seldom whipped by my old master, and suffered little from any thing else than hunger and cold. I suffered much from hunger, but much more from cold. In hottest summer and coldest winter, I was kept almost naked—no shoes, no stockings, no jacket, no trousers, nothing on but a coarse tow linen shirt, reaching only to my knees. I had no bed. I must
5 have perished with cold, but that, the coldest nights, I used to steal a bag which was used for carrying corn to the mill. I would crawl into this bag, and there sleep on the cold, damp, clay floor, with my head in and feet out. My feet have been so cracked with the frost, that the pen with which I am writing might be laid in the gashes.

We were not regularly allowanced. Our food was coarse corn meal boiled. This was called
10 mush. It was put into a large wooden tray or trough, and set down upon the ground. The children were then called, like so many pigs, and like so many pigs they would come and devour the mush; some with oyster shells, others with pieces of shingle, some with naked hands, and none with spoons. He that ate fastest got most; he that was strongest secured the best place; and few left the trough satisfied. I was probably between seven and eight
15 years old when I left Colonel Lloyd's plantation. I left it with joy. I shall never forget the ecstasy with which I received the intelligence that my old master (Anthony) had determined to let me go to Baltimore, to live with Mr. Hugh Auld, brother to my old master's son-in-law, Captain Thomas Auld. I received this information about three days before my departure. They were three of the happiest days I ever enjoyed. I spent the most part of all
20 these three days in the creek, washing off the plantation scurf, and preparing myself for my departure....

I often found myself regretting my own existence, and wishing myself dead; and but for the hope of being free, I have no doubt but that I should have killed myself, or done something for which I should have been killed. While in this state of mind, I was eager to hear any one
25 speak of slavery. I was a ready listener. Every little while, I could hear something about the abolitionists. It was some time before I found what the word meant. It was always used in such connections as to make it an interesting word to me. If a slave ran away and succeeded in getting clear, or if a slave killed his master, set fire to a barn, or did any thing very wrong in the mind of a slaveholder, it was spoken of as the fruit of *abolition*. Hearing the word in

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this connection very often, I set about learning what it meant. The dictionary afforded me little or no help. I found it was “the act of abolishing;” but then I did not know what was to be abolished. Here I was perplexed. I did not dare to ask any one about its meaning, for I was satisfied that it was something they wanted me to know very little about. After a patient waiting, I got one of our city papers, containing an account of the number of petitions from the north, praying for the abolition of slavery in the District of Columbia, and of the slave trade between the States. From this time I understood the words *abolition* and *abolitionist*, and always drew near when that word was spoken, expecting to hear something of importance to myself and fellow-slaves. The light broke in upon me by degrees. I went one day down on the wharf of Mr. Waters; and seeing two Irishmen unloading a scow of stone, I went, unasked, and helped them. When we had finished, one of them came to me and asked me if I were a slave. I told him I was. He asked, “Are ye a slave for life ” I told him that I was. The good Irishman seemed to be deeply affected by the statement. He said to the other that it was a pity so fine a little fellow as myself should be a slave for life. He said it was a shame to hold me. They both advised me to run away to the north; that I should find friends there, and that I should be free. I pretended not to be interested in what they said, and treated them as if I did not understand them; for I feared they might be treacherous. White men have been known to encourage slaves to escape, and then, to get the reward, catch them and return them to their masters. I was afraid that these seemingly good men might use me so; but I nevertheless remembered their advice, and from that time I resolved to run away. I looked forward to a time at which it would be safe for me to escape. I was too young to think of doing so immediately; besides, I wished to learn how to write, as I might have occasion to write my own pass. I consoled myself with the hope that I should one day find a good chance. Meanwhile, I would learn to write.

The idea as to how I might learn to write was suggested to me by being in Durgin and Bailey's ship yard, and frequently seeing the ship carpenters, after hewing, and getting a piece of timber ready for use, write on the timber the name of that part of the ship for which it was intended. When a piece of timber was intended for the larboard side, it would be marked thus –“L.” When a piece was for the starboard side, it would be marked thus –“S.”

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A piece for the larboard side forward, would be marked thus –“L. F.” When a piece was for starboard side forward, it would be marked thus –“S. F.” For larboard aft, it would be marked thus—“L.A.” For starboard aft, it would be marked thus—“S. A.” I soon learned the names of these letters, and for what they were intended when placed upon a piece of timber in the ship-yard. I immediately commenced copying them, and in a short time was able to make the four letters named. After that, when I met with any boy who I knew could write, I would tell him I could write as well as he. The next word would be, “I don’t believe you. Let me see you try it.” I would then make the letters which I had been so fortunate as to learn, and ask him to beat that. In this way I got a good many lessons in writing, which it is quite possible I should never have gotten in any other way. During this time, my copy-book was the board fence, brick wall, and pavement; my pen and ink was a lump of chalk. With these, I learned mainly how to write. I then commenced and continued copying the Italics in Webster’s Spelling Book, until I could make them all without looking on the book. By the time, my little Master Thomas had gone to school, and learned how to write, and had written over a number of copy-books. These had been brought home, and shown to some of our near neighbors, and then laid aside. My mistress used to go to class meeting at the Wilk Street meeting-house every Monday afternoon, and leave me to take care of the house. When left thus, I used to spend the time in writing in the spaces left in Master Thomas’s copy-book, copying what he had written. I continued to do this until I could write a hand very similar to that of Master Thomas. Thus after a long tedious effort for years, I finally succeeded in learning to write.....

Things went on without very smoothly indeed, but within there was trouble. It is impossible for me to describe my feelings as the time of my contemplated start drew near. I had a number of warm-hearted friends in Baltimore, — friends that I loved almost as I did my life, -and the thought of being separated from them forever was painful beyond expression. It is my opinion that thousands would escape from slavery, who now remain, but for the strong cords of affection that bind them to their friends. The thought of leaving my friends was decidedly the most painful thought with which I had to contend. The love of them was

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my tender point, and shook my decision more than all things else. Besides the pain of separation, the dread and apprehension of a failure exceeded what I had experienced at my first attempt. The appalling deed I then sustained returned to torment me. I felt assured that, if I failed in this attempt, my case would be a hopeless one—it would seal my fate as
5 a slave forever. I could not hope to get off with any thing less than the severest punishment, and being placed beyond the means of escape. It required no very vivid imagination to depict the most frightful scenes through which I should have to pass, in case I failed. The wretchedness of slavery, and the blessedness of freedom, were perpetually before me. It was life and death with me. But I remained firm, and, according to my resolution, on the
10 third day of September, 1838, I left my chains, and succeeded in reaching New York without the slightest interruption of any kind. How I did so, - what means I adopted, -what direction I travelled, and by what mode of conveyance, — I must leave unexplained, for the reasons before mentioned.

I have been frequently asked how I felt when I found myself in a free State. I have never
15 been able to answer the question with any satisfaction to myself. It was a moment of the highest excitement I ever experienced. I suppose I felt as one may imagine the un armed mariner to feel when he is rescued by a friendly man-of-war from the pursuit of a pirate. In writing to a dear friend, immediately after my arrival at New York, I said I felt like one who had escaped a den of hungry lions. This state of mind, however, very soon subsided ;
20 and I was again seized with a feeling of great insecurity and loneliness. I was yet liable to be taken back, and subjected to all the tortures of slavery. This in itself was enough to damp the ardor of my enthusiasm. But the loneliness overcame me. There I was in the midst of thousands, and yet a perfect stranger; without home and without friends, in the midst of thousands of my own brethren —children of a common Father, and yet I dared not to un-
25 fold to any one of them my sad condition. I was afraid to speak to any one for fear of speaking to the wrong one, and thereby falling into the hands of money-loving kidnappers, whose business it was to lie in wait for the panting fugitive, as the ferocious beasts of the forest lie in wait for their prey. The motto which I adopted when I started from slavery was this—“Trust no man!” I saw in every white man an enemy, and in almost every colored

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man cause for distrust. It was a most painful situation; and, to understand it, one must needs experience it, or imagine himself in similar circumstances. Let him be a fugitive slave in a strange land—a land given up to be the hunting-ground for slaveholders – whose inhabitants are legalized kidnappers – where he is every moment subjected to the terrible liability of being seized upon by his fellow men, as the hideous crocodile seizes upon his prey! I say, let him place himself in my situation—without home or friends— without money or credit –wanting shelter, and no one to give it—wanting bread, and no money to buy it, -and at the same time let him feel that he is pursued by merciless men-hunters, and in total darkness as to what to do, where to go, or where to stay, -perfectly helpless both as to the means of defence and means of escape, -in the midst of plenty, yet suffering the terrible gnawings of hunger, — in the midst of houses, yet having no home, —among fellow-men, yet feeling as if in the midst of wild beasts, whose greediness to swallow up the trembling and half-famished fugitive is only equalled by that with which the monsters of the deep swallow up the helpless fish upon which they subsist, —I say, let him be placed in this most trying situation, —the situation in which I was placed, -then, and not till then, will he fully appreciate the hardships of, and know how to sympathize with, the toil-worn and whip-scarred fugitive slave.

ABRAHAM LINCOLN (R-IL)

To the Illinois Republican Party Convention

SPEECH EXCERPTS

June 16, 1858

House of Representatives Chamber at the Illinois State Capitol | Springfield, Illinois

A House Divided

BACKGROUND

Abraham Lincoln delivered this speech upon his nomination by the Illinois Republican Party to be its candidate for U.S. Senate in Illinois.

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Mr. President and Gentlemen of the Convention:

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

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

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

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

"A house divided against itself cannot stand."

10 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

Abraham Lincoln, "A House Divided": Speech at Springfield, Illinois," June 16, 1858, in *The Collected Works of Abraham Lincoln*, Vol. 2, ed. Roy P. Basler (New Brunswick, NJ: Rutgers University Press, 1953), 461–66.

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it will cease to be divided.

It will become *all* one thing, or *all* the other.

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

Auxiliary to all this, and working hand in hand with it, the Nebraska doctrine, or what is left of it, is to *educate* and *mold* public opinion, at least *Northern* public opinion, not to *care* whether slavery is voted *down* or voted *up*.

10 This shows exactly where we now are; and *partially* also, whither we are tending....

PRESIDENT ABRAHAM LINCOLN (R)**First Inaugural Address**

SPEECH EXCERPTS

March 4, 1861
U.S. Capitol | Washington, D.C.**BACKGROUND**

Abraham Lincoln delivered this speech at his inauguration amidst declarations of secession by southern states.

ANNOTATIONS**NOTES & QUESTIONS**

Fellow citizens of the United States:

In compliance with a custom as old as the government itself, I appear before you to address you briefly, and to take, in your presence, the oath prescribed by the Constitution of the
5 United States, to be taken by the President "before he enters on the execution of his office."

...The course here indicated will be followed, unless current events, and experience, shall show a modification, or change, to be proper; and in every case and exigency, my best discretion will be exercised, according to circumstances actually existing, and with a view and
10 a hope of a peaceful solution of the national troubles, and the restoration of fraternal sympathies and affections....

One section of our country believes slavery is *right*, and ought to be extended, while the other believes it is *wrong*, and ought not to be extended. This is the only substantial dispute.
15 The fugitive slave clause of the Constitution, and the law for the suppression of the foreign slave trade, are each as well enforced, perhaps, as any law can ever be in a community where

Abraham Lincoln, "First Inaugural Address—Final Text," March 4, 1861, in *The Collected Works of Abraham Lincoln*, Vol. 4, ed. Roy P. Basler (New Brunswick, NJ: Rutgers University Press, 1953), 262–71.

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the moral sense of the people imperfectly supports the law itself. The great body of the people abide by the dry legal obligation in both cases, and a few break over in each. This, I think, cannot be perfectly cured; and it would be worse in both cases *after* the separation of the sections, than before. The foreign slave trade, now imperfectly suppressed, would be ultimately revived without restriction, in one section; while fugitive slaves, now only partially surrendered, would not be surrendered at all, by the other.

Physically speaking, we cannot separate. We cannot remove our respective sections from each other, nor build an impassable wall between them. A husband and wife may be divorced, and go out of the presence, and beyond the reach of each other; but the different parts of our country cannot do this. They cannot but remain face to face; and intercourse, either amicable or hostile, must continue between them. Is it possible then to make that intercourse more advantageous, or more satisfactory, *after* separation than *before*? Can aliens make treaties easier than friends can make laws? Can treaties be more faithfully enforced between aliens, than laws can among friends? Suppose you go to war, you cannot fight always; and when, after much loss on both sides, and no gain on either, you cease fighting, the identical old questions, as to terms of intercourse, are again upon you.

This country, with its institutions, belongs to the people who inhabit it. Whenever they shall grow weary of the existing government, they can exercise their *constitutional* right of amending it, or their *revolutionary* right to dismember, or overthrow it. I can not be ignorant of the fact that many worthy, and patriotic citizens are desirous of having the national constitution amended. While I make no recommendation of amendments, I fully recognize the rightful authority of the people over the whole subject, to be exercised in either of the modes prescribed in the instrument itself; and I should, under existing circumstances, favor, rather than oppose, a fair opportunity being afforded the people to act upon it...

My countrymen, one and all, think calmly and *well*, upon this whole subject. Nothing valuable can be lost by taking time. If there be an object to *hurry* any of you, in hot haste, to a step which you would never take *deliberately*, that object will be frustrated by taking time;

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but no good object can be frustrated by it. Such of you as are now dissatisfied, still have the old Constitution unimpaired, and, on the sensitive point, the laws of your own framing under it; while the new administration will have no immediate power, if it would, to change either. If it were admitted that you who are dissatisfied, hold the right side in the dispute, there still is no single good reason for precipitate action. Intelligence, patriotism, Christianity, and a firm reliance on Him, who has never yet forsaken this favored land, are still competent to adjust, in the best way, all our present difficulty.

In *your* hands, my dissatisfied fellow countrymen, and not in *mine*, is the momentous issue of civil war. The government will not assail you. You can have no conflict, without being yourselves the aggressors. *You* have no oath registered in Heaven to destroy the government, while *I* shall have the most solemn one to "preserve, protect and defend it."

I am loath to close. We are not enemies, but friends. We must not be enemies. Though passion may have strained, it must not break our bonds of affection. The mystic chords of memory, stretching from every battle-field, and patriot grave, to every living heart and hearthstone, all over this broad land, will yet swell the chorus of the Union, when again touched, as surely they will be, by the better angels of our nature.

PRESIDENT ABRAHAM LINCOLN (R-IL)

A Proclamation

AN ORDER

January 1, 1863
Executive Mansion | Washington, D.C.

Emancipation Proclamation

BACKGROUND

On September 22, 1862 after the Union victory in the Battle of Antietam, Abraham Lincoln announced this order concerning property in slaves in the rebelling states, which took effect January 1, 1863.

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By the President of the United States of America: A Proclamation.

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

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

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against authority and government of the United States, and as a

Abraham Lincoln, "Emancipation Proclamation," January 1, 1863, in *The Collected Works of Abraham Lincoln*, Vol. 6, ed. Roy P. Basler (New Brunswick, NJ: Rutgers University Press, 1953), 28–30.

The Emancipation Proclamation
Abraham Lincoln

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fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein
5 the people thereof respectively, are this day in rebellion against the United States, the following, to wit:...

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

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

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

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.
25

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

The Emancipation Proclamation
Abraham Lincoln

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

5 *By the President:*

Abraham Lincoln

10 William H. Seward, *Secretary of State*.

PRESIDENT ABRAHAM LINCOLN (R)**On the Consecration of the
Soldiers' National Cemetery**

SPEECH

November 19, 1863

Soldiers' National Cemetery | Gettysburg, Pennsylvania

Gettysburg Address

BACKGROUND

Abraham Lincoln delivered these remarks at the dedication of the Union cemetery for those soldiers killed in the Battle of Gettysburg in the summer of 1863.

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

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

But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—
this ground. The brave men, living and dead, who struggled here, have consecrated it far
above our poor power to add or detract. The world will little note, nor long remember what
we say here, but it can never forget what they did here. It is for us the living, rather, to be
15 dedicated here to the unfinished work which they who fought here have thus far so nobly

Abraham Lincoln, "Gettysburg Address," November 19, 1863, in *The Collected Works of Abraham Lincoln*, Vol. 7, ed. Roy P. Basler (New Brunswick, NJ: Rutgers University Press, 1953), 23.

ANNOTATIONS

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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 here
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
5 that government of the people, by the people, for the people, shall not perish from the earth.

PRESIDENT ABRAHAM LINCOLN (R)
Second Inaugural Address

SPEECH

March 4, 1865
U.S. Capitol | Washington, D.C.

BACKGROUND

Having been reelected and with the end of the Civil War in sight, Abraham Lincoln delivered this speech at his inauguration to a second term as president.

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Fellow Countrymen:

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

On the occasion corresponding to this four years ago, all thoughts were anxiously directed to an impending civil-war. All dreaded it—all sought to avert it. While the inaugural address was being delivered from this place, devoted altogether to *saving* the Union without war, insurgent agents were in the city seeking to *destroy* it without war—seeking to dissolve

Abraham Lincoln, "Second Inaugural Address," March 4, 1865, in *The Collected Works of Abraham Lincoln*, Vol. 8, ed. Roy P. Basler (New Brunswick, NJ: Rutgers University Press, 1953), 332–33.

ANNOTATIONS

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the Union, and divide effects, by negotiation. Both parties deprecated war; but one of them would *make* war rather than let the nation survive; and the other would *accept* war rather than let it perish. And the war came.

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

Second Inaugural Address
Abraham Lincoln

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

5

U.S. CONGRESS AND STATES

Thirteenth Amendment to the Constitution

AMENDMENT

December 18, 1865
United States of America

BACKGROUND

The U.S. Congress passed and three-quarters of states ratified the Thirteen Amendment to the U.S. Constitution by December 6, 1865, and the amendment was acknowledged as effective by Secretary of State William Seward on December 18, 1865.

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Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2. Congress shall have power to enforce this article by appropriate legislation.

NOTES & QUESTIONS

The House Joint Resolution proposing the 13th amendment to the Constitution, January 31, 1865; Enrolled Acts and Resolutions of Congress, 1789-1999; General Records of the United States Government; Record Group 11; National Archives.

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