

MISSION: HERO

Scholar Guide

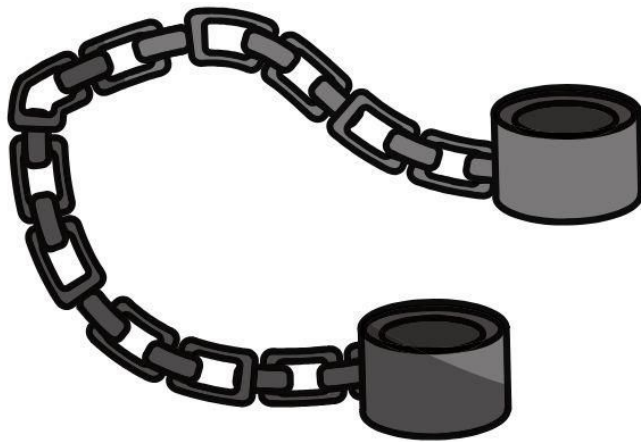
Part I



MISSION: HERO

Part 1

Scholar Guide



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Introduction

Mission: Hero is a 30-week class for scholars ages 12 - 15 striving for a leadership education. The class incorporates the principles outlined in the Thomas Jefferson Education philosophy¹ and implements them into a commonwealth (or cooperative) school setting. Students are encouraged to discover their mission while developing scholar skills. The class is broken into two 15 week units. During the first 15 weeks, the class will center on dissecting the antebellum period of the United States, the Civil War, and then the aftermath of said war.

Scholars will focus on the Seven Keys outlined in the Thomas Jefferson Education philosophy as they gain an understanding of past events that shape our current social, political, and world environment. They will participate in and lead class discussions, read and dissect classic literature and historical documents, debate with their fellow scholars, learn to write effectively, prepare and deliver in-class presentations, memorize important documents and historical quotes, and much more. In the end they will gain an understanding of their own mission and the great impact one person can make in fighting for equality, freedom, justice, and liberty.

¹ Oliver DeMille, [A Thomas Jefferson Education](#) (USA:TJEdOnline)

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Scholar Challenge Requirements

Books and Book Dossiers

- Huckleberry Finn* by Mark Twain
- Uncle Tom's Cabin* by Harriet Beecher Stowe
- Abraham Lincoln* by Wilbur F. Gordy
- Across Five Aprils* by Irene Hunt
- To Kill a Mockingbird* by Harper Lee

Primary Source Studies

- “Gettysburg Address”
- Frederick Douglas quote
- “To the Right Honourable William, Earl of Dartmouth” by Phillis Wheatley
- Lincoln/Douglas speech excerpts
- Dred Scott Decision
- Secession letters
- Emancipation Proclamation
- Thirteenth Amendment
- Abraham Lincoln's Second Inaugural Address
- “O Captain! My Captain!” by Walt Whitman
- Fourteenth Amendment
- Fifteenth Amendment

-Persuasive Essay

- Memorize the “Gettysburg Address”
- Memorize three selected quotes
- Complete six journal entries
- Watch and complete worksheet for the movie *Gettysburg*
- Watch an additional Civil War movie (*Gone with the Wind*, *The Red Badge of Courage*, *Gods and Generals*, or *Shenandoah*)
- Prepare and give three Devotional/Hero Insights and/or battles
- Memorize one version of “The Battle Cry of Freedom”/participate in a sing-off
- Complete Civil War Timeline
- Complete battle rundowns
- Complete and present a Personal Heroes Profile

Weekly Topics/Schedules/Challenges

Week 1: Uncover Your Mission

Scholar Challenges:

1. Complete book dossier for *Huckleberry Finn* by Mark Twain. Prepare for next week's book discussion.
2. Vocabulary review – Read over the vocabulary words in your binder. Be prepared for any pop quiz questions regarding the words.
3. Choose your first quote for memorization and start memorizing.
4. Read over the "Gettysburg Address" by Abraham Lincoln. You will be memorizing this short speech.
5. Sign up for a Devotional/Hero Insight.
6. Journal: What is your mission? If you are unsure, write about what you would like your mission to be.

Week 2: New Country, Unfinished Business

Devotional: Song, Pledge of Allegiance, Prayer

Hero Insight: Frederick Douglass/Life of a Slave

Book Discussion: *Huckleberry Finn* by Mark Twain

Scholar Challenges:

1. Primary source study preparation for the Lincoln/Douglas debates
2. Complete timeline assignment.
3. Begin reading *Uncle Tom's Cabin* by Harriet Beecher Stowe. It will be due _____.
4. Continue your memorization work.
5. Read over the "Gettysburg Address" by Abraham Lincoln.
6. Journal: Why is slavery wrong?

Week 3: A Nation Divided

Devotional/Hero Insight: Eli Whitney/The Cotton Gin

Primary Source Study: Lincoln/Douglas debates

Scholar Challenges:

1. Start researching for your debate. Fill out debate worksheet. Write your debate introduction. Debates will take place on _____.
2. Complete timeline assignment.
3. Continue reading *Uncle Tom's Cabin* by Harriet Beecher Stowe. Due on _____.
4. Continue your memorization work.
5. Read over the "Gettysburg Address" by Abraham Lincoln.

Week 4: Fuel for the Fire

Mentor: This week you will present the many hot points that led to the outbreak

Devotional/Hero Insight: John Brown/ Harper's Ferry

Scholar Challenges:

1. Complete research for your debate. Fill out debate worksheet. Debates will take place on _____.
2. Complete primary source study for the Dred-Scott Decision.
3. Complete timeline assignment.
4. Continue reading *Uncle Tom's Cabin* by Harriet Beecher Stowe. Due on _____.
5. Continue your memorization work.
6. Read over the "Gettysburg Address" by Abraham Lincoln.
7. Journal writing: Did the Supreme Court get the Dred-Scot decision right? Support your thoughts. Cite information from the decision to support your answer.

Week 5: Let's Debate

Devotional/Hero Insight: Elizabeth Cady Stanton/ Seneca Falls Convention 1848

Debates: Each scholar will complete their debate. Each scholar will score their fellow scholars during the debates using the score sheets provided.

Scholar Challenges:

1. Journal: Write three paragraphs about what you would have done differently in your debate and what you did well.
2. Continue reading *Uncle Tom's Cabin* by Harriet Beecher Stowe. Due on _____.
3. Continue your memorization work.
4. Read over the "Gettysburg Address" by Abraham Lincoln.
5. Complete another requirement such as a movie or quote.
6. Complete timeline assignment.

Week 6: State vs. Federal

Devotional/Hero Insight: Ralph Waldo Emerson/Transcendentalism Movement

Scholar Challenges:

1. Write the opening paragraph of a persuasive essay expressing your opinion of states' rights vs. the authority of the federal government. Be sure to use a quote for your hook and fully develop your thesis statement.
2. Complete timeline assignment.
3. Complete the book dossier for *Uncle Tom's Cabin* by Harriet Beecher Stowe. Be ready to discuss this book next week.
4. Continue your memorization work.
5. Read over the "Gettysburg Address" by Abraham Lincoln. This should be very familiar by now.

Week 7: Split Vote, Split Nation

Devotional/Hero Insight: Harriet Tubman/The Underground Railroad

Book Discussion: *Uncle Tom's Cabin* by Harriet Beecher Stowe

Scholar Challenges:

1. Complete the body of your essay.
2. Complete timeline assignment.
3. Primary source study preparation of state letter of secession.
4. Start reading *Abraham Lincoln* by Wilbur F. Gordy. Due _____.
5. Continue your memorization work.
6. Start memorizing the "Gettysburg Address" by Abraham Lincoln.

Week 8: Secession

Devotional/Hero Insight: Samuel Colt/Weapons used in the Civil War

Primary Source Studies: Have each scholar present their findings regarding their personal studies. Were all the states leaving the Union for the same reason? Were their reasons justified?

Scholar Challenges:

1. Complete your full persuasive essay. Revise the introduction and body paragraphs.
2. Research and prepare for your leader study and presentation.
3. Complete timeline assignment.
4. Complete battle chart for Fort Sumter.
5. Complete book dossier for *Abraham Lincoln* by Wilbur F. Gordy.
6. Continue working on memorization work.
7. Continue memorizing the "Gettysburg Address" by Abraham Lincoln.

Week 9: My Friend, My Foe

Devotional/Hero Insight: Jack Hinson/Military

Presentations: Each scholar will present on one of the prominent characters of the Civil War.

Book Discussion: *Abraham Lincoln* by Wilbur F. Gordy

Scholar Challenges:

1. Complete final edits on your essays. They are due next week.
2. Choose battles to research and prepare for presentations.
3. Complete timeline assignment.
4. Start reading *Across Five Aprils* by Irene Hunt. Due date_____
5. Work on memorization.
6. Continue memorizing the “Gettysburg Address” by Abraham Lincoln.

Week 10: Strengths, Weaknesses, and Two Fronts

Devotional/Hero Insight: Matthew Brady/War Photography

Presentations: Scholars assigned to the following battles will present:

- Battle of Bull Run/Manassas Junction
- Monitor* and *Merrimac* Duel
- Shiloh Campaign
- The Battle of New Orleans
- Shenandoah Campaign
- The Seven Days’ Battles

Scholar Challenges:

1. Research for battle assignment.
2. Complete battle rundowns.
3. Complete timeline assignment.
4. Primary source study preparation for the Emancipation Proclamation.
5. Complete the book dossier for *Across Five Aprils* by Irene Hunt. Be ready to discuss the book next week.
6. Work on memorization.
7. Continue memorizing the “Gettysburg Address” by Abraham Lincoln.
8. Journal: What was the greatest strength of the Union? Why? What was the greatest strength of the Confederacy? Why?

Week 11: Free at Last

Devotional/Hero Insight: Clara Barton/ Hospitals and Medical Care during the War

Presentations: Scholars assigned to the following battles will present:

- Second Battle of Bull Run
- Antietam/Sharpsburg Battle
- Battle of Fredericksburg
- Battle of Chancellorsville
- Battle of Vicksburg

Primary Source Study: The Emancipation Proclamation

Book Discussion: *Across Five Aprils* by Irene Hunt

Scholar Challenges:

1. Prepare for your battle presentation.
2. Complete battle rundowns.
3. Complete timeline assignment.
4. Start working on your Personal Heroes Profile.
5. Start reading *To Kill a Mockingbird* by Harper Lee. Due date_____
6. Primary source study preparation for the "Gettysburg Address" by Abraham Lincoln
7. Journal: Who are your personal heroes? What makes them heroic to you?
8. Attend the *Gettysburg* movie party. Complete movie worksheet. If you can't attend the movie party, you MUST watch it on your own.

MOVIE PARTY: *Gettysburg* **Date and Time:**_____

Week 12: Burn it Down

Devotional/Hero Insight: Sarah Rosetta Wakeman/Roles of Women during the Civil War

Primary Source Study: "Gettysburg Address" by Abraham Lincoln

Presentations: Scholars assigned to the following battles will present:

- Battle of Chickamauga
- Battle of Chattanooga
- Battles of Wilderness and Spotsylvania
- Battle of Cold Harbor

Scholar Challenges:

1. Work on Personal Heroes Profile.
2. Complete battle rundowns.
3. Complete timeline assignment.
4. Primary source study preparation for the Thirteenth Amendment, Abraham Lincoln's Second Inaugural Address and "O Captain! My Captain" by Walt Whitman.
5. Continue reading *To Kill a Mockingbird*. Due date_____
6. Work on memorization.
7. Continue memorizing the "Gettysburg Address" by Abraham Lincoln.

Week 13: Surrender and Assassination

Devotional/Hero Insight: Allan Pinkerton/ Spies during the war

Primary Source Studies: Thirteenth Amendment, Lincoln's Second Inaugural Address, and "O Captain! My Captain!" by Walt Whitman

Scholar Challenges:

1. Work on Personal Heroes Profile
2. Complete timeline assignment.
3. Primary source study preparation for the Fourteenth and Fifteenth Amendments
4. Complete book dossier for *To Kill a Mockingbird* by Harper Lee. Be ready to discuss the book next week.
5. Complete your research work on the Reconstruction.
6. Complete ALL memorization assignments.

Week 14: Recovery

Devotional/Hero Insight: Martin Luther King Jr./Civil Rights Movement

Presentations: Scholars to present and discuss their research on Reconstruction.

Primary Source Study: Fourteenth and Fifteenth Amendments

Book Discussion: *To Kill a Mockingbird* by Harper Lee

Scholar Challenges:

1. Complete Personal Heroes Profile.
2. Complete timeline assignment.
3. Complete memorizations and turn in all assignments.

Week 15:

Presentation of Personal Heroes Profile – Scholars

Devotional: (These should be assigned before the start of class.)

-Song: "Battle Cry of Freedom" (Southern or Northern version) or another patriotic song

-Pledge of Allegiance

-Prayer

Hero Insight: (Five Minutes)

-Introduce your hero in an interesting way.

-Give background of your hero

-What did he/she do? Did this make him/her a hero?

-Explain and present accompanying topic in an interesting way.

-Use pictures, props, etc!

Hero Insight Topics: (in order of presentation date)

- 1) Frederick Douglass/Life of a Slave
- 2) Eli Whitney/The Cotton Gin
- 3) John Brown/Harper's Ferry
- 4) Elizabeth Cady Stanton/Seneca Falls Convention 1848
- 5) Ralph Waldo Emerson/Transcendentalism Movement
- 6) Harriet Tubman/The Underground Railroad
- 7) Samuel Colt/Weapons used in the Civil War
- 8) Jack Hinson/Military
- 9) Matthew Brady/War Photography
- 10) Clara Barton/Hospitals, Medical Care during the Civil War
- 11) Sarah Rosetta Wakeman/Roles of Women during the Civil War
- 12) Allan Pinkerton/Spies during the Civil War
- 13) Martin Luther King Jr./Civil Rights Movement

Personal Heroes Profile

In this assignment you will identify ten people who are your personal heroes. You may not choose fictional characters.

After you choose your ten heroes, you can decide on a way to present them to the class. Be creative.

Below are some ideas:

- 1) Quote board highlighting quotes from all your heroes
- 2) PowerPoint presentation using photos and information about your heroes
- 3) Crossword puzzle
- 4) Personal artwork
- 5) Board game
- 6) Quilt
- 7) Photos in frames with quotes

This assignment will be presented in class.

Quotes for Memorization

"If there is no struggle, there is no progress. Those who profess to favor freedom, and deprecate agitation, are men who want crops without plowing up the ground, they want rain without thunder and lightning." — Frederick Douglass

"Always bear in mind that your own resolution to success is more important than any other thing." — Abraham Lincoln

"I destroy my enemies when I make them my friends." — Abraham Lincoln

"Those who deny freedom to others deserve it not for themselves." — Abraham Lincoln

"What is human warfare but just this; an effort to make the laws of God and nature take sides with one party." -Henry David Thoreau

"Cast your whole vote, not a piece of paper merely, but your whole influence. A minority is powerless when it conforms to a majority; but is irresistible when it clogs by its whole weight. If the alternative is to keep all just men in prison, or give up war and slavery, the State will not hesitate which to choose." -Henry David Thoreau

"Far away there in the sunshine are my highest aspirations. I may not reach them, but I can look up and see their beauty, believe in them, and try to follow where they lead." – Louisa May Alcott

"The purpose of life is not to be happy. It is to be useful, to be honorable, to be compassionate, to have it make some difference that you have lived and lived well."
— Ralph Waldo Emerson

"To know even one life has breathed easier because you have lived. This is to have succeeded." – Ralph Waldo Emerson

"I am not bound to win, but I am bound to be true. I am not bound to succeed, but I am bound to live by the light that I have. I must stand with anybody that stands right, and stand with him while he is right, and part with him when he goes wrong." — Abraham Lincoln

Civil War Vocabulary Words

A

Abolitionist: Someone who wishes to abolish or get rid of slavery.

Aide-de-Camp: A soldier who was appointed by an officer to be his confidential assistant. The aide wrote and delivered orders and held a position of responsibility which required him to know troop positions and where officer quarters were located. The aide-de-camp was an officer by virtue of his position and he took orders from his commander only.

Ambulance: A two-wheeled or four-wheeled wagon or cart used to transport wounded or sick soldiers.

Antebellum: (pronounced *an-tee-bel-uhm*) A term often used to describe the United States of America before the outbreak of the Civil War.

Armory: A place where weapons and other military supplies are manufactured.

Army: The largest organizational group of soldiers, made up of one or more corps. There were 16 Union armies (named after rivers, such as the Army of the Potomac) and 23 Confederate armies (named after states or regions, such as the Army of Northern Virginia). 1 company = 50 to 100 men, 10 companies = 1 regiment, about 4 regiments = 1 brigade, 2 to 5 brigades = 1 division, 2 or more divisions = 1 corps, 1 or more corps = 1 army.

Arsenal: A place where weapons and other military supplies are stored.

Artillery: Cannon or other large caliber firearms; a branch of the army armed with cannon.

B

Battery: The basic unit of soldiers in an artillery regiment; similar to a company in an infantry regiment. Batteries included 6 cannon (with the horses, ammunition, and equipment needed to move and fire them), 155 men, a captain, 30 other officers, 2 buglers, 52 drivers, and 70 cannoneers. As the War dragged on, very few batteries fought at full strength. A battery can also be the position on a battlefield where cannon are located.

Bayonet: (pronounced *bay-uh-net*) A metal blade, like a long knife or short sword, that could be attached to the end of a musket or rifle-musket and used as a spear or pike in hand-to-hand combat.

Blockade: The effort by the North to keep ships from entering or leaving Southern ports.

Border States: The states of Maryland, Delaware, Kentucky, and Missouri. Although these states did not officially join the Confederacy, many of their citizens supported the South.

Breach: A large gap or “hole” in a fortification's walls or embankments caused by artillery or mines, exposing the inside of the fortification to assault.

Brigade: A large group of soldiers usually led by a brigadier general. A brigade was made of four to six regiments. 1 company = 50 to 100 men, 10 companies = 1 regiment, about 4 regiments = 1 brigade, 2 to 5 brigades = 1 division, 2 or more divisions = 1 corps, 1 or more corps = 1 army.

Bummer: A term used to describe marauding or foraging soldiers. Although armies on both sides often had rules against foraging or stealing from private residences, some soldiers often found ways to do so.

Butternut: Home-made dye used to color “homespun” cloth a yellow-brown color, used when imported gray cloth became scarce. The dye was made from the husks, leaves, bark, branches and/or roots of butternut and walnut trees. “Butternut” was also a slang term for a Confederate soldier.

C

Caliber: The distance around the inside of a gun barrel measured in thousands of an inch. Bullets are labeled by what caliber gun they fit.

Campaign: A series of military operations that form a distinct phase of the War (such as the Shenandoah Valley Campaign).

Carbine: A breech-loading, single-shot, rifle-barreled gun primarily used by cavalry troops. A carbine's barrel is several inches shorter than a regular rifle-musket.

Cartridge: Roll of thin paper which held a small amount of gun powder in the bottom and a ball or bullet in the top. A soldier needed to tear off the top of the cartridge in order to fire his weapon - part of the nine steps to fire a muzzle loading gun (or five to fire a breech loading gun).

Cash Crop: A crop such as tobacco or cotton which was grown to be sold for cash --not grown for food like corn or wheat.

Casualty: A soldier who was wounded, killed, or missing in action.

Cavalry: A branch of the military mounted on horseback. Cavalry units in the Civil War could move quickly from place to place or go on scouting expeditions on horseback, but usually fought on foot. Their main job was to gather information about enemy movements. Until the spring of 1863, the Confederate cavalry force was far superior to its Federal counterpart.

Charge: To rush towards the enemy.

Colors: A flag identifying a regiment or army. The “Color Bearer” was the soldier who carried the flag in battle, which was considered a great honor.

Commutation: Stipulation adopted by both the Union and Confederate governments which allowed certain draftees to pay a fee in order to avoid military service. Because the

fee was higher than the average worker's annual salary, this provision angered less-wealthy citizens on both sides of the war.

Company: A group of 50 to 100 soldiers led by a captain. 10 companies = 1 regiment, about 4 regiments = 1 brigade, 2 to 5 brigades = 1 division, 2 or more divisions = 1 corps, 1 or more corps = 1 army.

Confederacy: Also called the South or the Confederate States of America, the Confederacy incorporated the states that seceded from the United States of America to form their own nation. Confederate states were: Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia.

Confederate: Loyal to the Confederacy. Also Southern or Rebel.

Conscript: A draftee. The military draft became a necessity on both sides of the conflict. While many conscripts were excellent soldiers, veterans often considered draftees to be inferior, unreliable soldiers. Towns often posted pleas for volunteers in order to “avoid the draft”.

Contrabands: Escaped slaves who fled to the Union lines for protection.

Copperhead: Term for a Northerner who opposed the war effort.

Corps: (pronounced *kohr* or *korz*) A very large group of soldiers led by (Union) a major general or (Confederate) a lieutenant general and designated by Roman numerals (such as XI Corps). Confederate corps were often called by the name of their commanding general (as in Jackson's Corps). 1 company = 50 to 100 men, 10 companies = 1 regiment, about 4 regiments = 1 brigade, 2 to 5 brigades = 1 division, 2 or more divisions = 1 corps, 1 or more corps = 1 army.

D

Democratic Party: The major political party in America most sympathetic to states rights and willing to tolerate the spread of slavery to the territories. Democrats opposed a strong Federal government. Most Southern men were Democrats before the War.

Dropsy: (pronounced *drop-see*) Nineteenth-century term for the condition known today as edema. Fluid builds up in the tissues and causes limbs to swell up horribly.

Dysentery: (pronounced *DISS-ehn-terr-ee*) Intestinal disease causing severe diarrhea. Dysentery was a leading cause of deaths by disease.

E

Earthwork: A field fortification (such as a trench or a mound) made of earth. Earthworks were used to protect troops during battles or sieges, to protect artillery batteries, and to slow an advancing enemy.

Emancipation: Freedom from slavery.

Entrenchments: Long cuts (trenches) dug out of the earth with the dirt piled up into a mound in front; used for defense.

F

Federal: Loyal to the government of the United States. Also known as Union, Yankee, or Northern.

Flank: Used as a noun, a “flank” is the end (or side) of a military position, also called a “wing”. An unprotected flank is “in the air”, while a protected flank is a “refused flank”. Used as a verb, “to flank” is to move around and gain the side of an enemy position, avoiding a frontal assault.

Foraging: A term used for “living off the land,” as well as plundering committed by soldiers.

Furlough: A leave from duty, granted by a superior officer. The furloughed soldier carried papers which described his appearance, his unit, when he left and when he was due to return. Furlough papers also contained a warning that failure to return on time would cause the soldier to be “considered a deserter”.

G

Goober Pea: A common Southern term for “peanut”.

“Graybacks”: A slang term for lice, or occasionally an offensive “Yankee” slang term for Confederate soldiers.

Greenbacks: Paper currency which began to circulate in the North after February 1862 with the passage of the Legal Tender Act. The bills were called “greenbacks” because of their color.

Green Troops: Phrase used to describe soldiers who were either new to the military or had never fought in a battle before.

H

Hardtack: Hardtack is a term used to describe the hard crackers often issued to soldiers of both sides during the Civil War. These crackers consisted of nothing more than flour, water, and salt. They were simple and inexpensive to make in very large quantities. However, these crackers became almost rock solid once they went stale.

Haversack: Small canvas bag, about one foot square, used to carry a soldier's food. Typically, these bags were painted with black tar to make them waterproof.

I

Indian Territory: The area that is now Oklahoma (except for the panhandle.)

Industry: Manufacturing goods from raw materials, such as cloth from cotton or machine parts from iron.

Infantry: A branch of the military in which soldiers traveled and fought on foot..

Ironclad: A ship protected by iron armor.

K

Kepi: (pronounced *KEH-peeH*) Cap worn by Civil War soldiers; more prevalent among Union soldiers.

L

Litter: A stretcher which was carried by two people and used to transport wounded soldiers.

M

Mason-Dixon line: A boundary surveyed in the 1760s that ran between Pennsylvania to the North and Delaware, Maryland and (West) Virginia to the South. It became a symbolic division between free states and slave states.

Massacre: The cruel killing of a number of helpless or unresisting people.

Magazine: A fortified location where powder or supplies were stored.

Militia: Troops, like the National Guard, who are only called out to defend the land in an emergency.

Monitor: Originally, the *U.S.S. Monitor*, the first ironclad warship in the United States Navy, commanded by Admiral **John L. Worden**. The vessel had a large, round gun turret on top of a flat raft-like bottom, which caused some spectators to describe it as a “cheesebox on a raft.” The first engagement between ironclads occurred on March 8-9, 1862, at the **Battle of Hampton Roads, VA**, when the *U.S.S. Monitor* fought the *C.S.S. Virginia* (formerly the *U.S.S. Merrimack*). Eventually a “monitor” became the official term for an entire class of warships modeled after the original *U.S.S. Monitor*.

Mortar: An unrifled artillery gun which was designed to launch shells over walls and enemy fortifications. The most famous Civil War mortar is the “Dictator” -- a mortar which was mounted on a railroad car and used during the siege of Petersburg. With its 13 inch bore it was capable of launching two hundred pound shells.

Musket: A smoothbore firearm fired from the shoulder. Thrust from exploding powder shoots the bullet forward like a chest pass in basketball.

Muzzle-loading: Muzzle-loading muskets or rifle muskets had to be loaded from the end by putting the gunpowder and the bullet or ball down the barrel.

N

Navy: A branch of the military using ships to conduct warfare. During the Civil War, “blue water” ships cruised the oceans and “brown water” boats floated up and down the rivers.

Nom-de-guerre: (pronounced *nahm-duh-gair*) Literally, in French this means “war name”. A nom-de-guerre is a nickname earned in battle, such as “**Stonewall**” **Jackson** or “**Fighting Joe**” **Hooker**.

North: Also called the Union or the United States the North was the part of the country that remained loyal to the Federal government during the Civil War. Northern states were: Connecticut, Delaware, Illinois, Indiana, Iowa, Kansas, Maine, Massachusetts, Michigan, Minnesota, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Vermont, and Wisconsin. West Virginia became a Northern state in 1863 and California and Oregon were also officially Northern but they had little direct involvement in the War.

P

“Peculiar Institution”: Another term for slavery in the South.

Popular Sovereignty: (pronounced *sov-rin-tee*) This doctrine was prominent during the debate over slavery in the territories. Popular sovereignty said that the people of each territory should be able to decide for themselves if slavery should be allowed in their territory when it became a state.

Private: The lowest rank in the army.

Q

“Quaker Guns”: Large logs painted to look like cannons; used to fool the enemy into thinking a position was stronger than it really was.

Quartermaster: The officer who was responsible for supplying clothing, supplies and food for the troops.

R

Rampart: A large earthen mound used to shield the inside of a fortified position from artillery fire and infantry assault. Occasionally ramparts might be constructed of other materials, such as sandbags.

Ratify: To formally approve or sanction.

Rebel Yell: A high-pitched cry that Confederate soldiers would shout when attacking. First heard at First Manassas (First Bull Run) Union troops found the eerie noise unnerving.

Rebel: Loyal to the Confederate States. Also Southern or Confederate.

Reconstruction: A term used to describe the time in American history directly after the Civil War during which the South was “reconstructed” by the North after its loss in the war.

Regiment: The basic unit of the Civil War soldiers, usually made up of 1,000 to 1,500 men. Regiments were usually designated by state and number (as in 20th Maine). 1 company = 50 to 100 men, 10 companies = 1 regiment, about 4 regiments = 1 brigade, 2 to 5 brigades = 1 division, 2 or more divisions = 1 corps, 1 or more corps = 1 army.

Republican Party: A political party created in the 1850s to prevent the spread of slavery to the territories. Eventually Republicans came to oppose the entire existence of slavery. Abraham Lincoln was the first Republican president. Very few Southerners were Republicans.

Rifled: A gun barrel is rifled when it has grooves (called rifling) cut into the inside of the barrel for longer range and more accurate firing.

S

Salt Pork: Salt pork is a pork product similar to bacon that is made by curing pork bellies in salt. This curing process allowed the pork to last a very long time without the need for refrigeration. As a result, salt pork became a common food issued to soldiers by both the North and the South.

Scurvy: (pronounced *SKUR-vee*) A disease caused by lack of ascorbic acid (found in fresh fruits and vegetables). Its symptoms include spongy gums, loose teeth, and bleeding into the skin and mucous membranes.

Secession: (pronounced *si-sesh-uhn*) Withdrawal from the Federal government of the United States. Southern states, feeling persecuted by the North, seceded by voting to separate from the Union. Southerners felt this was perfectly legal but Unionists saw it as rebellion.

Sectionalism: Promoting the interests of a section or region (such as the North or the South) instead of the entire country.

Siege: (pronounced *seej*) Blocking the supply lines and escape routes of a city to force it to surrender. A siege usually meant one army trapped in a city, slowly running out of food and fresh water, with the opposing army camped outside. Famous sieges were held at **Petersburg**, **Vicksburg**, and **Port Hudson**.

Skirmish: A minor fight.

Slavery: A state of bondage in which African Americans (and some Native Americans) were owned by other people, usually white, and forced to labor on their behalf.

South: Also called the Confederacy, the Confederate States of America, or (by Northerners) the Rebel states, the South incorporated the states that seceded from the United States of America to form their own nation. Southern states were: Alabama, Arkansas, Florida,

Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia.

Standard: A flag or banner carried into battle on a pole.

States' Rights: This doctrine held the powers of the individual states as greater than the powers of the Federal government. States' rights meant that the Federal government held its power only through the consent of the states and that any powers not specifically given to the Federal government remained in control of the states.

T

Territory: Land within the mainland boundaries of the country that had not yet become a state by 1861. Nevada Territory, Utah Territory, and Colorado Territory had basically the same boundaries they have today as states; Washington Territory encompassed today's states of Washington and Idaho; Dakota Territory is now the states of Montana, North Dakota, South Dakota, and the northern part of Wyoming; Nebraska Territory today is the southern part of Wyoming and the state of Nebraska; New Mexico Territory included the states of Arizona and New Mexico; and the remaining unorganized land, also called the Indian Territory, filled the approximate boundaries of Oklahoma.

Theater: A theater of war is a region or area where fighting takes place.

Total War: A new way of conducting war appeared during the Civil War. Instead of focusing only on military targets, armies conducting total war destroyed homes and crops to demoralize and undermine the civilian base of the enemy's war effort. (Sherman in Georgia or Sheridan in the Shenandoah Valley, for example.)

Typhoid: Bacterial disease causing fever, diarrhea, headache, enlargement of the spleen, and extreme physical exhaustion and collapse.

U

Union: Also called the North or the United States, the Union was the portion of the country that remained loyal to the Federal government during the Civil War. Union states were: Connecticut, Delaware, Illinois, Indiana, Iowa, Kansas, Maine, Massachusetts, Michigan, Minnesota, Missouri, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Vermont, and Wisconsin. West Virginia became a Northern state in 1863 and California and Oregon were also officially Northern but they had little direct involvement in the War.

U.S.C.T.: United States Colored Troops. Federal Army regiments composed of African-American soldiers.

W

West Point: The United States Military Academy at West Point, New York was the military school for more than 1,000 officers in both the Union and Confederate armies—including Robert E. Lee and Ulysses S. Grant.

Whig Party: A political party generally against slavery and its expansion into the territories. The Whig party had basically been swallowed up by the Democrat and Republican parties by the time of the Civil War.

Y

Yankee: A Northerner; someone loyal to the Federal government of the United States. Also, Union, Federal, or Northern.

Civil War Timeline

1619	
1753-1784	
1765-1825	
1782-1852	
1782-1850	
1793	
1799-1858	
1800-1859	
1803-1882	
1807	
Jan 19, 1807-Oct 12, 1870	
1807-1874	
June 3, 1808- Dec 6, 1889	
1809-1865	
1811-1896	
1814-1862	
1815-1902	
1818-1895	
1819 - 1884	
1819-1892	
Feb 8, 1820-Feb 14, 1891	
1820	
1820's-1830's	
Jan 8, 1821-Jan 2, 1904	
1821-1912	
April 27, 1822-July 23, 1885	
1822-1913	
1822-1896	
1824	
Jan 21 1824-May 10, 1863	
Dec 3, 1826-Oct 29, 1885	
1831-1863	
1835-1910	
1837	
1843-1864	

1848	
1850	
1852	
1854	
1854-1929	
1857	
1858	
1859	
November 6, 1960	
Dec 20, 1860	
Jan 9, 1861	
Jan 10, 1861	
Jan 11, 1861	
Jan 19, 1861	
Jan 26, 1861	
Feb 1, 1861	
April 17, 1861	
May 6, 1861	
May 20, 1861	
June 8, 1861	
April 12,13, 1861	
July 21, 1861	
Feb-June 1862	
March 9, 1862	
April 6, 1862	
April 24-25, 1862	
June 25-July 1, 1862	
Aug 30-1, 1862	
Sept 17, 1862	
December 13, 1862	
Jan 1, 1863	
May 1-4, 1863	
May 18, 1863	
July 1-3, 1863	
Sept 19-20, 1863	
Nov 19, 1863	
Nov 23-25, 1863	

May 4-5, 1864	
May 8-21, 1864	
June 1-3, 1864	
Sept 1, 1864	
Nov 8, 1864	
Nov 15, 1864 – December 21, 1864	
Jan 31, 1865	
March 4, 1865	
April 9, 1865	
April 15, 1865	
1865	
1865-1877	
July 9, 1868	
Feb 3, 1870	
1885	
1907-2001	
1917	
1926-2016	
Jan 15, 1929-April 4, 1968	
1954-1968	
1960	
1964	

Lincoln-Douglas Debate Format (Revised)

First Affirmative Constructive – 5 minutes (*affirmative – argues in favor of the resolution*)

-Start with a good introduction to your topic. This should attract the audience's attention and make them care about the subject. Use a powerful attention getter!
Ex: Studies have shown that kids in outdoor classrooms improve their test scores by 20 percent.

-State the resolution. Ex. Resolved: students should spend at least three hours outside each day. (**resolution** – the subject or claim being debated)

-Clearly define any terms in question. Ex: Outside is being defined as in nature or out of doors. This does not have to be in an area surrounded by nature but can be considered an area in the middle of a city.

-Concisely state your contentions and support them with evidence. (**contentions** – claims made for or against the resolution, **evidence** – information used to support an argument, including testimony from an expert, statistics, and first-hand experiences from the debater.)

-Effectively conclude

Cross Examination of the Affirmative by the Negative – 2 minutes
(*negative – argues against the resolution, cross-examination – the time in the debate when the opposite side faces the judge and asks questions of their opposing side. This includes questions to clarify and expose flaws in their case.*)

-Ask questions of the Affirmative side. Have a strategy for your questioning.

-Be courteous

-Face the judge(s), audience

First Negative Constructive – 6 minutes

-Start with a good introduction to your topic. This should attract the audience's attention and make them care about the subject.

-State the Negative's position on the topic.

-Concisely state your contentions and support them with evidence.

-Attack and question the Affirmative's contentions and evidence.

-Effectively conclude.

Cross Examination of the Negative by the Affirmative – 2 minutes

- Ask questions of the Negative side. Have a strategy for your questioning.
- Be courteous
- Face the judge(s), audience

REBUTTAL- NO NEW ARGUMENTS ARE ALLOWED-NEW EVIDENCE IS OK

First Affirmative Rebuttal – 3 minutes

- Respond to the Negative case and answer the arguments that were presented.
- Return to the affirmative case and respond to the attacks made by the Negative side.

Negative Rebuttal – 4 minutes

- Respond to the Affirmative attacks.
- Return to Negative case and rebuild the negative position.

Second Affirmative Rebuttal – 2 minutes

- Affirm your defense.
- End with a strong conclusion.

Lincoln-Douglas Debate: Build Your Case

Resolution:

Affirmative or Negative

Words to be defined:

Argument 1 -

Evidence 1-

Evidence 2 -

Evidence 3 -

Argument 2 -

Evidence 1-

Evidence 2 -

Evidence 3 -

Argument 3 -

Evidence 1-

Evidence 2 -

Evidence 3 -

Civil War Leader Presentation

Name of Leader:

Nickname(s):

Confederate or Union

Birthplace:

Mini Biography:

Notable Quote:

Political affiliation/beliefs:

Military service:

Role in the war:

Successes:

Failures:

Civil War Battle Presentation

Name of Battle:

When did the battle occur:

Where did the battle take place: (Be able to show on a map.)

Important people in the battle: (Identify the leaders on both sides.)

Outcome: (Who won the battle? How was the battle won? Strategy? What happened to the armies on both sides?)

Significance of battle: (Why did this battle matter? How did it benefit the winner, hurt the loser?)

Interesting Info: (Was there something that set this battle apart from the rest?)

Confederate casualties: (How many people died, injured, or captured?)

Union casualties: (How many people died, injured, or captured?)

Civil War Battle Presentation

Name of Battle:

When did the battle occur:

Where did the battle take place: (Be able to show on a map.)

Important people in the battle: (Identify the leaders on both sides.)

Outcome: (Who won the battle? How was the battle won? Strategy? What happened to the armies on both sides?)

Significance of battle: (Why did this battle matter? How did it benefit the winner, hurt the loser?)

Interesting Info: (Was there something that set this battle apart from the rest?)

Confederate casualties: (How many people died, injured, or captured?)

Union casualties: (How many people died, injured, or captured?)

Battle of Fort Sumter



Where:
When:
Important people in the battle:
Union-
Confederate-
Outcome of the battle:

Significance of the battle:

Losses:
Union-
Confederate-

Battle of Bull Run/Manassas Junction



Where:
When:
Important people in the battle:
Union-
Confederate-
Outcome of the battle:

Significance of the battle:

Losses:
Union-
Confederate-

Monitor and Merrimac Duel

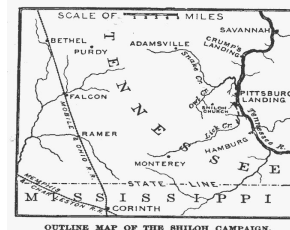


Where:
When:
Important people in the battle:
Union-
Confederate-
Outcome of the battle:

Significance of the battle:

Losses:
Union-
Confederate-

Shiloh Campaign



Where:
When:
Important people in the battle:
Union-
Confederate-
Outcome of the battle:

Significance of the battle:

Losses:
Union-
Confederate-

The Battle of New Orleans



Where:
When:
Important people in the battle:
Union-
Confederate-
Outcome of the battle:

Significance of the battle:

Losses:
Union-
Confederate-

Shenandoah Campaign



Where:
When:
Important people in the battle:
Union-
Confederate-
Outcome of the battle:

Significance of the battle:

Losses:
Union-
Confederate-

Seven Days' Battle

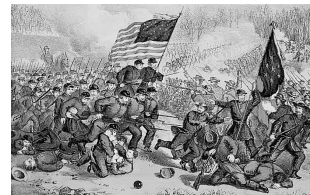


Where:
When:
Important people in the battle:
Union-
Confederate-
Outcome of the battle:

Significance of the battle:

Losses:
Union-
Confederate-

Second Battle of Bull Run



Where:
When:
Important people in the battle:
Union-
Confederate-
Outcome of the battle:

Significance of the battle:

Losses:
Union-
Confederate-

Battle of Antietam/Sharpsburg



Where:
When:
Important people in the battle:
Union-
Confederate-
Outcome of the battle:

Significance of the battle:

Losses:
Union-
Confederate-

Battle of Fredericksburg

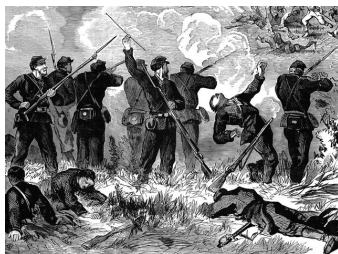


Where:
When:
Important people in the battle:
Union-
Confederate-
Outcome of the battle:

Significance of the battle:

Losses:
Union-
Confederate-

Battle of Chancellorsville



Where:
When:
Important people in the battle:
Union-
Confederate-
Outcome of the battle:

Significance of the battle:

Losses:
Union-
Confederate-

Battle of Vicksburg



Where:
When:
Important people in the battle:
Union-
Confederate-
Outcome of the battle:

Significance of the battle:

Losses:
Union-
Confederate-

Battle of Chickamauga

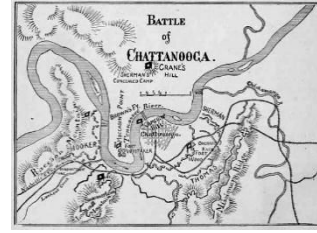


Where:
When:
Important people in the battle:
Union-
Confederate-
Outcome of the battle:

Significance of the battle:

Losses:
Union-
Confederate-

Battle of Chattanooga



Where:
When:
Important people in the battle:
Union-
Confederate-
Outcome of the battle:

Significance of the battle:

Losses:
Union-
Confederate-

Battles of Wilderness/Spotsylvania



Where:
When:
Important people in the battle:
Union-
Confederate-
Outcome of the battle:

Significance of the battle:

Losses:
Union-
Confederate-

Battle of Cold Harbor



Where:
When:
Important people in the battle:
Union-
Confederate-
Outcome of the battle:

Significance of the battle:

Losses:
Union-
Confederate-

Sherman's March

A map titled "Sherman's March" showing the Union's campaign through the Southern states. The map includes state boundaries for Missouri, Illinois, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Alabama, Mississippi, and Arkansas. Key cities and locations marked include Cairo, Henry, Donelson, Thomas, Nashville, Franklin, Schofield, Memphis, Corinth, Florence, Decatur, Chattanooga, Knoxville, Atlanta, Macon, Milledgeville, Columbia, Charleston, Savannah, Fayetteville, Bentonville, Raleigh, Goldsboro, Wilmington, Richmond, Petersburg, and Lynchburg. Major battles and events are labeled with dates: Nov 30 (Franklin), Dec 15-16 (Nashville), May 64 (Chattanooga), Sep 2 (Atlanta), Apr 26 (Johnston surrenders), and Dec 22 (Savannah). Arrows indicate the movement of Union forces, showing a path from the north, through Tennessee and Georgia, and finally to the coast at Savannah. Confederate forces are labeled as Hood and Johnston.

Where:

When:

Important people in the battle:

Union-

Confederate-

Outcome of the battle:

Significance of the battle:

Losses:

Union-

Confederate-

Primary Source Documents

The Gettysburg Address

By Abraham Lincoln

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

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

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

"To make a contented slave it is necessary to make a thoughtless one. It is necessary to darken the moral and mental vision and, as far as possible, to annihilate the power of reason."

Narrative of the Life of Frederick Douglas

To the Right Honourable William, Earl of Dartmouth

By Phillis Wheatley, 1753-1784

HAIL, happy day, when, smiling like the morn,
 Fair Freedom rose New-England to adorn:
 The northern clime beneath her genial ray,
 Dartmouth, congratulates thy blissful sway:
 Elate with hope her race no longer mourns,
 Each soul expands, each grateful bosom burns,
 While in thine hand with pleasure we behold
 The silken reins, and Freedom's charms unfold.
 Long lost to realms beneath the northern skies
 She shines supreme. while hated faction dies:
 Soon as appear'd the Goddess long desir'd,
 Sick at the view, she languish'd and expir'd;
 Thus from the splendors of the morning light
 The owl in sadness seeks the caves of night.
 No more, America, in mournful strain
 Of wrongs, and grievance unredress'd complain,
 No longer shalt thou dread the iron chain,
 Which wanton Tyranny with lawless hand
 Had made, and with it meant t' enslave the land.
 Should you, my lord, while you peruse my song.
 Wonder from whence my love of Freedom sprung,
 Whence flow these wishes for the common good,
 By feeling hearts alone best understood,
 I, young in life, by seeming cruel fate
 Was snatch'd from Afric's fancy'd happy seat:
 What pangs excruciating must molest,
 What sorrows labour in my parent's breast?
 Steel'd was that soul and by no misery mov'd
 That from a father seiz'd his babe lov'd:
 Such, such my case. And can I then but pray
 Others may never feel tyrannic sway?
 For favours past, great Sir, our thanks are due,
 And thee we ask thy favours to renew,
 Since in thy pow'r, as in they will before,
 To sooth the griefs, which thou did'st once deplore.
 May heav'nly grace that sacred sanction give
 To all thy works, and thou for ever live
 Not only on the wings of fleeting Fame,
 Though praise immortal crowns the patriot's name,
 But to conduct to heav'ns refulgent fane,
 May fiery coursers sweep th' ethereal plain,
 And bear thee upwards to that blest abode,
 Where, like the prophet, thou shalt find thy God.

Lincoln-Douglas Debate Excerpts

“ The next question propounded to me by Mr. Lincoln is, can the people of a Territory in any lawful way, against the wishes of any citizen of the United States, exclude slavery from their limits prior to the formation of a State Constitution? I answer emphatically, as Mr. Lincoln has heard me answer a hundred times from every stump in Illinois, that in my opinion the people of a Territory can, by lawful means, exclude slavery from their limits prior to the formation of a State Constitution. Mr. Lincoln knew that I had answered that question over and over again. He heard me argue the Nebraska bill on that principle all over the State in 1854, in 1855, and in 1856, and he has no excuse for pretending to be in doubt as to my position on that question. It matters not what way the Supreme Court may hereafter decide as to the abstract question whether slavery may or may not go into a Territory under the Constitution, the people have the lawful means to introduce it or exclude it as they please, for the reason that slavery cannot exist a day or an hour anywhere, unless it is supported by local police regulations. Those police regulations can only be established by the local legislature, and if the people are opposed to slavery they will elect representatives to that body who will by unfriendly legislation effectually prevent the introduction of it into their midst. If, on the contrary, they are for it, their legislation will favor its extension. Hence, no matter what the decision of the Supreme Court may be on that abstract question, still the right of the people to make a slave Territory or a free Territory is perfect and complete under the Nebraska bill. I hope Mr. Lincoln deems my answer satisfactory on that point.” - **Excerpt from Stephen Douglas's Freeport Doctrine speech at Freeport, Illinois**

“ If we could first know where we are and whither we are tending, we could better judge what to do and how to do it. We are now far into the fifth year since a policy was initiated with the avowed object and confident promise of putting an end to slavery agitation. Under the operation of that policy, that agitation has not only not ceased but has constantly augmented. In my opinion, it will not cease until a crisis shall have been reached and passed. "A house divided against itself cannot stand." I believe this government cannot endure, permanently, half slave and half free. I do not expect the Union to be dissolved; I do not expect the house to fall; but I do expect it will cease to be divided. It will become all one thing, or all the other. Either the opponents of slavery will arrest the further spread of it and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction, or its advocates will push it forward till it shall become alike lawful in all the states, old as well as new, North as well as South.’

-**Excerpt from Abraham Lincoln's speech, "A House Divided"**

DRED SCOTT V. SANFORD (1857) MAJORITY OPINION (CHIEF JUSTICE TANEY)

“The question before us is whether the class of persons described in the plea in abatement compose a portion of this people, and are constituent members of this sovereignty? We think they are not, and that they are not included, and were not intended to be included, under the word “citizens” in the Constitution, and can therefore claim none of the rights and privileges which that instrument provides for and secures to citizens of the United States. On the contrary, they were at that time considered as a subordinate and inferior class of beings who had been subjugated by the dominant race, and, whether emancipated or not, yet remained subject to their authority, and had no rights or privileges but such as those who held the power and the Government might choose to grant them....

The language of the Declaration of Independence is equally conclusive: It begins by declaring that, “[w]hen 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 nature’s God entitle them, a decent respect for the opinions of mankind requires that they should declare the causes which impel them to the separation.”

It then proceeds to say: “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 them is [sic] life, liberty, and the pursuit of happiness; that to secure these rights, Governments are instituted, deriving their just powers from the consent of the governed.”

The general words above quoted would seem to embrace the whole human family, and if they were used in a similar instrument at this day would be so understood. But it is too clear for dispute that the enslaved African race were not intended to be included, and formed no part of the people who framed and adopted this declaration, for if the language, as understood in that day, would embrace them, the conduct of the distinguished men who framed the Declaration of Independence would have been utterly and flagrantly inconsistent with the principles they asserted, and instead of the sympathy of mankind to which they so confidently appealed, they would have deserved and received universal rebuke and reprobation....

Upon these considerations, it is the opinion of the court that the act of Congress which prohibited a citizen from holding and owning property of this kind in the territory of the United States north of the line therein mentioned is not warranted by the Constitution, and is therefore void, and that neither Dred Scott himself nor any of his family were made free by being carried into this territory, even if they had been carried there by the owner with the intention of becoming a permanent resident....

Upon the whole, therefore, it is the judgment of this court that it appears by the record before us that the plaintiff in error is not a citizen of Missouri in the sense in which that word is used in the Constitution.”

DRED SCOTT V. SANFORD (1857) DISSENTING OPINION (JUSTICE BENJAMIN CURTIS)

One mode of approaching this question is, to inquire who were citizens of the United States at the time of the adoption of the Constitution...

At the time of the ratification of the Articles of Confederation, all free native-born inhabitants of the States of New Hampshire, Massachusetts, New York, New Jersey, and North Carolina, though descended from African slaves, were not only citizens of those States, but such of them as had the other necessary qualifications possessed the franchise of electors [the right to vote], on equal terms with other citizens...

I dissent, therefore, from that part of the opinion of the majority of the court, in which it is held that a person of African descent cannot be a citizen of the United States; and I regret I must go further, and dissent both from what I deem their assumption of authority to examine the constitutionality of the act of Congress commonly called the Missouri compromise act, and the grounds and conclusions announced in their opinion...

[T]he Constitution has not failed to make an express provision for [the authority of Congress to legislate for the territories] and ... it is found in the third section of the fourth article of the Constitution. *[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.]*

It will not be questioned that, when the Constitution of the United States was framed and adopted, the allowance and the prohibition of negro slavery were recognised subjects of municipal legislation; every State had in some measure acted thereon; and the only [federal] legislative act concerning the territory – the ordinance of 1787, which had then so recently been passed — contained a prohibition of slavery. The purpose and object of the clause being to enable Congress to provide a body of municipal law for the government of the settlers, the allowance or the prohibition of slavery comes within the known and recognised scope of that purpose and object...

If it can be shown, by anything in the Constitution itself, that when it confers on Congress the power to make all needful rules and regulations respecting the territory belonging to the United States, the exclusion or the allowance of slavery was excepted; or if anything in the history of this provision tends to show that such an exception was intended by those who framed and adopted the Constitution to be introduced into it, I hold it to be my duty carefully to consider, and to allow just weight to such considerations in interpreting the positive text of the Constitution. But where the Constitution has said all needful rules and regulations, I must find something more than theoretical reasoning to induce me to say it did not mean all...

Slavery, being contrary to natural right, is created only by municipal law. This is not only plain in itself, and agreed by all writers on the subject, but is inferable from the Constitution, and has been explicitly declared by this court. The

Constitution refers to slaves as “*persons held to service in one State, under the laws thereof.*” ...

It was certainly understood by the Convention which framed the Constitution, and has been so understood ever since, that, under the power to regulate commerce, Congress could prohibit the importation of slaves; and the exercise of the power was restrained till 1808. A citizen of the United States owns slaves in Cuba, and brings them to the United States, where they are set free by the legislation of Congress. Does this legislation deprive him of his property without due process of law? If so, what becomes of the laws prohibiting the slave trade? If not, how can a similar regulation respecting a Territory violate the fifth amendment of the Constitution? ...

For these reasons, I am of opinion that so much of the several acts of Congress as prohibited slavery and involuntary servitude within that part of the Territory of Wisconsin ... were constitutional and valid laws.

State Secession Letters

Georgia

The people of Georgia having dissolved their political connection with the Government of the United States of America, present to their confederates and the world the causes which have led to the separation. For the last ten years we have had numerous and serious causes of complaint against our non-slave-holding confederate States with reference to the subject of African slavery. They have endeavored to weaken our security, to disturb our domestic peace and tranquility, and persistently refused to comply with their express constitutional obligations to us in reference to that property, and by the use of their power in the Federal Government have striven to deprive us of an equal enjoyment of the common Territories of the Republic. This hostile policy of our confederates has been pursued with every circumstance of aggravation which could arouse the passions and excite the hatred of our people, and has placed the two sections of the Union for many years past in the condition of virtual civil war. Our people, still attached to the Union from habit and national traditions, and averse to change, hoped that time, reason, and argument would bring, if not redress, at least exemption from further insults, injuries, and dangers. Recent events have fully dissipated all such hopes and demonstrated the necessity of separation.

Our Northern confederates, after a full and calm hearing of all the facts, after a fair warning of our purpose not to submit to the rule of the authors of all these wrongs and injuries, have by a large majority committed the Government of the United States into their hands. The people of Georgia, after an equally full and fair and deliberate hearing of the case, have declared with equal firmness that they shall not rule over them. A brief history of the rise, progress, and policy of anti-slavery and the political organization into whose hands the administration of the Federal Government has been committed will fully justify the pronounced verdict of the people of Georgia. The party of Lincoln, called the Republican party, under its present name and organization, is of recent origin. It is admitted to be an anti-slavery party. While it attracts to itself by its creed the scattered advocates of exploded political heresies, of condemned theories in political economy, the advocates of commercial restrictions, of protection, of special privileges, of waste and corruption in the administration of Government, anti-slavery is its mission and its purpose. By anti-slavery it is made a power in the state. The question of slavery was the great difficulty in the way of the formation of the Constitution.

While the subordination and the political and social inequality of the African race was fully conceded by all, it was plainly apparent that slavery would soon disappear from what are now the non-slave-holding States of the original thirteen. The opposition to slavery was then, as now, general in those States and the Constitution was made with direct reference to that fact. But a distinct abolition party was not formed in the United States for more than half a century after the Government went into operation. The main reason was that the North, even if united, could not control both branches of the Legislature during any portion of

that time. Therefore such an organization must have resulted either in utter failure or in the total overthrow of the Government. The material prosperity of the North was greatly dependent on the Federal Government; that of the South not at all. In the first years of the Republic the navigating, commercial, and manufacturing interests of the North began to seek profit and aggrandizement at the expense of the agricultural interests. Even the owners of fishing smacks sought and obtained bounties for pursuing their own business (which yet continue), and \$500,000 is now paid them annually out of the Treasury. The navigating interests begged for protection against foreign shipbuilders and against competition in the coasting trade.

Congress granted both requests, and by prohibitory acts gave an absolute monopoly of this business to each of their interests, which they enjoy without diminution to this day. Not content with these great and unjust advantages, they have sought to throw the legitimate burden of their business as much as possible upon the public; they have succeeded in throwing the cost of light-houses, buoys, and the maintenance of their seamen upon the Treasury, and the Government now pays above \$2,000,000 annually for the support of these objects. These interests, in connection with the commercial and manufacturing classes, have also succeeded, by means of subventions to mail steamers and the reduction in postage, in relieving their business from the payment of about \$7,000,000 annually, throwing it upon the public Treasury under the name of postal deficiency.

The manufacturing interests entered into the same struggle early, and has clamored steadily for Government bounties and special favors. This interest was confined mainly to the Eastern and Middle non-slave-holding States. Wielding these great States it held great power and influence, and its demands were in full proportion to its power. The manufacturers and miners wisely based their demands upon special facts and reasons rather than upon general principles, and thereby mollified much of the opposition of the opposing interest. They pleaded in their favor the infancy of their business in this country, the scarcity of labor and capital, the hostile legislation of other countries toward them, the great necessity of their fabrics in the time of war, and the necessity of high duties to pay the debt incurred in our war for independence. These reasons prevailed, and they received for many years enormous bounties by the general acquiescence of the whole country.

But when these reasons ceased they were no less clamorous for Government protection, but their clamors were less heeded-- the country had put the principle of protection upon trial and condemned it. After having enjoyed protection to the extent of from 15 to 200 per cent. upon their entire business for above thirty years, the act of 1846 was passed. It avoided sudden change, but the principle was settled, and free trade, low duties, and economy in public expenditures was the verdict of the American people. The South and the Northwestern States sustained this policy. There was but small hope of its reversal; upon the direct issue, none at all.

All these classes saw this and felt it and cast about for new allies. The anti-slavery sentiment of the North offered the best chance for success. An anti-slavery party must necessarily look to the North alone for support, but a united North was now strong enough to control the Government in all of its departments, and a sectional party was therefore determined upon. Time and issues upon slavery were necessary to its completion and final triumph. The feeling of anti-slavery, which it was well known was very general among the people of the North, had been long dormant or passive; it needed only a question to arouse it into aggressive activity. This question was before us. We had acquired a large territory by successful war with Mexico; Congress had to govern it; how, in relation to slavery, was the question then demanding solution. This state of facts gave form and shape to the anti-slavery sentiment throughout the North and the conflict began. Northern anti-slavery men of all parties asserted the right to exclude slavery from the territory by Congressional legislation and demanded the prompt and efficient exercise of this power to that end. This insulting and unconstitutional demand was met with great moderation and firmness by the South. We had shed our blood and paid our money for its acquisition; we demanded a division of it on the line of the Missouri restriction or an equal participation in the whole of it. These propositions were refused, the agitation became general, and the public danger was great. The case of the South was impregnable. The price of the acquisition was the blood and treasure of both sections-- of all, and, therefore, it belonged to all upon the principles of equity and justice.

The Constitution delegated no power to Congress to excluded either party from its free enjoyment; therefore our right was good under the Constitution. Our rights were further fortified by the practice of the Government from the beginning. Slavery was forbidden in the country northwest of the Ohio River by what is called the ordinance of 1787. That ordinance was adopted under the old confederation and by the assent of Virginia, who owned and ceded the country, and therefore this case must stand on its own special circumstances. The Government of the United States claimed territory by virtue of the treaty of 1783 with Great Britain, acquired territory by cession from Georgia and North Carolina, by treaty from France, and by treaty from Spain. These acquisitions largely exceeded the original limits of the Republic. In all of these acquisitions the policy of the Government was uniform. It opened them to the settlement of all the citizens of all the States of the Union. They emigrated thither with their property of every kind (including slaves). All were equally protected by public authority in their persons and property until the inhabitants became sufficiently numerous and otherwise capable of bearing the burdens and performing the duties of self-government, when they were admitted into the Union upon equal terms with the other States, with whatever republican constitution they might adopt for themselves.

Under this equally just and beneficent policy law and order, stability and progress, peace and prosperity marked every step of the progress of these new communities until they entered as great and prosperous commonwealths into the sisterhood of

American States. In 1820 the North endeavored to overturn this wise and successful policy and demanded that the State of Missouri should not be admitted into the Union unless she first prohibited slavery within her limits by her constitution. After a bitter and protracted struggle the North was defeated in her special object, but her policy and position led to the adoption of a section in the law for the admission of Missouri, prohibiting slavery in all that portion of the territory acquired from France lying North of 36 [degrees] 30 [minutes] north latitude and outside of Missouri. The venerable Madison at the time of its adoption declared it unconstitutional. Mr. Jefferson condemned the restriction and foresaw its consequences and predicted that it would result in the dissolution of the Union. His prediction is now history. The North demanded the application of the principle of prohibition of slavery to all of the territory acquired from Mexico and all other parts of the public domain then and in all future time. It was the announcement of her purpose to appropriate to herself all the public domain then owned and thereafter to be acquired by the United States. The claim itself was less arrogant and insulting than the reason with which she supported it. That reason was her fixed purpose to limit, restrain, and finally abolish slavery in the States where it exists. The South with great unanimity declared her purpose to resist the principle of prohibition to the last extremity. This particular question, in connection with a series of questions affecting the same subject, was finally disposed of by the defeat of prohibitory legislation.

The Presidential election of 1852 resulted in the total overthrow of the advocates of restriction and their party friends. Immediately after this result the anti-slavery portion of the defeated party resolved to unite all the elements in the North opposed to slavery and to stake their future political fortunes upon their hostility to slavery everywhere. This is the party to whom the people of the North have committed the Government. They raised their standard in 1856 and were barely defeated. They entered the Presidential contest again in 1860 and succeeded. The prohibition of slavery in the Territories, hostility to it everywhere, the equality of the black and white races, disregard of all constitutional guarantees in its favor, were boldly proclaimed by its leaders and applauded by its followers.

With these principles on their banners and these utterances on their lips the majority of the people of the North demand that we shall receive them as our rulers.

The prohibition of slavery in the Territories is the cardinal principle of this organization.

For forty years this question has been considered and debated in the halls of Congress, before the people, by the press, and before the tribunals of justice. The majority of the people of the North in 1860 decided it in their own favor. We refuse to submit to that judgment, and in vindication of our refusal we offer the Constitution of our country and point to the total absence of any express power to exclude us. We offer the practice of our Government for the first thirty years of its

existence in complete refutation of the position that any such power is either necessary or proper to the execution of any other power in relation to the Territories. We offer the judgment of a large minority of the people of the North, amounting to more than one-third, who united with the unanimous voice of the South against this usurpation; and, finally, we offer the judgment of the Supreme Court of the United States, the highest judicial tribunal of our country, in our favor. This evidence ought to be conclusive that we have never surrendered this right. The conduct of our adversaries admonishes us that if we had surrendered it, it is time to resume it.

The faithless conduct of our adversaries is not confined to such acts as might aggrandize themselves or their section of the Union. They are content if they can only injure us. The Constitution declares that persons charged with crimes in one State and fleeing to another shall be delivered up on the demand of the executive authority of the State from which they may flee, to be tried in the jurisdiction where the crime was committed. It would appear difficult to employ language freer from ambiguity, yet for above twenty years the non-slave-holding States generally have wholly refused to deliver up to us persons charged with crimes affecting slave property. Our confederates, with punic faith, shield and give sanctuary to all criminals who seek to deprive us of this property or who use it to destroy us. This clause of the Constitution has no other sanction than their good faith; that is withheld from us; we are remediless in the Union; out of it we are remitted to the laws of nations.

A similar provision of the Constitution requires them to surrender fugitives from labor. This provision and the one last referred to were our main inducements for confederating with the Northern States. Without them it is historically true that we would have rejected the Constitution. In the fourth year of the Republic Congress passed a law to give full vigor and efficiency to this important provision. This act depended to a considerable degree upon the local magistrates in the several States for its efficiency. The non-slave-holding States generally repealed all laws intended to aid the execution of that act, and imposed penalties upon those citizens whose loyalty to the Constitution and their oaths might induce them to discharge their duty. Congress then passed the act of 1850, providing for the complete execution of this duty by Federal officers. This law, which their own bad faith rendered absolutely indispensable for the protection of constitutional rights, was instantly met with ferocious revilings and all conceivable modes of hostility.

The Supreme Court unanimously, and their own local courts with equal unanimity (with the single and temporary exception of the supreme court of Wisconsin), sustained its constitutionality in all of its provisions. Yet it stands to-day a dead letter for all practicable purposes in every non-slave-holding State in the Union. We have their covenants, we have their oaths to keep and observe it, but the unfortunate claimant, even accompanied by a Federal officer with the mandate of the highest judicial authority in his hands, is everywhere met with fraud, with force, and with legislative enactments to elude, to resist, and defeat him.

Claimants are murdered with impunity; officers of the law are beaten by frantic mobs instigated by inflammatory appeals from persons holding the highest public employment in these States, and supported by legislation in conflict with the clearest provisions of the Constitution, and even the ordinary principles of humanity. In several of our confederate States a citizen cannot travel the highway with his servant who may voluntarily accompany him, without being declared by law a felon and being subjected to infamous punishments. It is difficult to perceive how we could suffer more by the hostility than by the fraternity of such brethren.

The public law of civilized nations requires every State to restrain its citizens or subjects from committing acts injurious to the peace and security of any other State and from attempting to excite insurrection, or to lessen the security, or to disturb the tranquillity of their neighbors, and our Constitution wisely gives Congress the power to punish all offenses against the laws of nations.

These are sound and just principles which have received the approbation of just men in all countries and all centuries; but they are wholly disregarded by the people of the Northern States, and the Federal Government is impotent to maintain them. For twenty years past the abolitionists and their allies in the Northern States have been engaged in constant efforts to subvert our institutions and to excite insurrection and servile war among us. They have sent emissaries among us for the accomplishment of these purposes. Some of these efforts have received the public sanction of a majority of the leading men of the Republican party in the national councils, the same men who are now proposed as our rulers. These efforts have in one instance led to the actual invasion of one of the slave-holding States, and those of the murderers and incendiaries who escaped public justice by flight have found fraternal protection among our Northern confederates.

These are the same men who say the Union shall be preserved.

Such are the opinions and such are the practices of the Republican party, who have been called by their own votes to administer the Federal Government under the Constitution of the United States. We know their treachery; we know the shallow pretenses under which they daily disregard its plainest obligations. If we submit to them it will be our fault and not theirs. The people of Georgia have ever been willing to stand by this bargain, this contract; they have never sought to evade any of its obligations; they have never hitherto sought to establish any new government; they have struggled to maintain the ancient right of themselves and the human race through and by that Constitution. But they know the value of parchment rights in treacherous hands, and therefore they refuse to commit their own to the rulers whom the North offers us. Why? Because by their declared principles and policy they have outlawed \$3,000,000,000 of our property in the common territories of the Union; put it under the ban of the Republic in the States where it exists and out of the protection of Federal law everywhere; because they give sanctuary to thieves and incendiaries who assail it to the whole extent of their

power, in spite of their most solemn obligations and covenants; because their avowed purpose is to subvert our society and subject us not only to the loss of our property but the destruction of ourselves, our wives, and our children, and the desolation of our homes, our altars, and our firesides. To avoid these evils we resume the powers which our fathers delegated to the Government of the United States, and henceforth will seek new safeguards for our liberty, equality, security, and tranquillity.

Approved, Tuesday, January 29, 1861

Mississippi

A Declaration of the Immediate Causes which Induce and Justify the Secession of the State of Mississippi from the Federal Union.

In the momentous step which our State has taken of dissolving its connection with the government of which we so long formed a part, it is but just that we should declare the prominent reasons which have induced our course.

Our position is thoroughly identified with the institution of slavery-- the greatest material interest of the world. Its labor supplies the product which constitutes by far the largest and most important portions of commerce of the earth. These products are peculiar to the climate verging on the tropical regions, and by an imperious law of nature, none but the black race can bear exposure to the tropical sun. These products have become necessities of the world, and a blow at slavery is a blow at commerce and civilization. That blow has been long aimed at the institution, and was at the point of reaching its consummation. There was no choice left us but submission to the mandates of abolition, or a dissolution of the Union, whose principles had been subverted to work out our ruin. That we do not overstate the dangers to our institution, a reference to a few facts will sufficiently prove.

The hostility to this institution commenced before the adoption of the Constitution, and was manifested in the well-known Ordinance of 1787, in regard to the Northwestern Territory.

The feeling increased, until, in 1819-20, it deprived the South of more than half the vast territory acquired from France.

The same hostility dismembered Texas and seized upon all the territory acquired from Mexico.

It has grown until it denies the right of property in slaves, and refuses protection to that right on the high seas, in the Territories, and wherever the government of the United States had jurisdiction.

It refuses the admission of new slave States into the Union, and seeks to extinguish it by confining it within its present limits, denying the power of expansion.

It tramples the original equality of the South under foot.

It has nullified the Fugitive Slave Law in almost every free State in the Union, and has utterly broken the compact which our fathers pledged their faith to maintain.

It advocates negro equality, socially and politically, and promotes insurrection and incendiarism in our midst.

It has enlisted its press, its pulpit and its schools against us, until the whole popular mind of the North is excited and inflamed with prejudice.

It has made combinations and formed associations to carry out its schemes of emancipation in the States and wherever else slavery exists.

It seeks not to elevate or to support the slave, but to destroy his present condition without providing a better.

It has invaded a State, and invested with the honors of martyrdom the wretch whose purpose was to apply flames to our dwellings, and the weapons of destruction to our lives.

It has broken every compact into which it has entered for our security.

It has given indubitable evidence of its design to ruin our agriculture, to prostrate our industrial pursuits and to destroy our social system.

It knows no relenting or hesitation in its purposes; it stops not in its march of aggression, and leaves us no room to hope for cessation or for pause.

It has recently obtained control of the Government, by the prosecution of its unhallowed schemes, and destroyed the last expectation of living together in friendship and brotherhood.

Utter subjugation awaits us in the Union, if we should consent longer to remain in it. It is not a matter of choice, but of necessity. We must either submit to degradation, and to the loss of property worth four billions of money, or we must secede from the Union framed by our fathers, to secure this as well as every other species of property. For far less cause than this, our fathers separated from the Crown of England.

Our decision is made. We follow their footsteps. We embrace the alternative of separation; and for the reasons here stated, we resolve to maintain our rights with

the full consciousness of the justice of our course, and the undoubting belief of our ability to maintain it.

South Carolina

Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina from the Federal Union

The people of the State of South Carolina, in Convention assembled, on the 26th day of April, A.D., 1852, declared that the frequent violations of the Constitution of the United States, by the Federal Government, and its encroachments upon the reserved rights of the States, fully justified this State in then withdrawing from the Federal Union; but in deference to the opinions and wishes of the other slaveholding States, she forbore at that time to exercise this right. Since that time, these encroachments have continued to increase, and further forbearance ceases to be a virtue.

And now the State of South Carolina having resumed her separate and equal place among nations, deems it due to herself, to the remaining United States of America, and to the nations of the world, that she should declare the immediate causes which have led to this act.

In the year 1765, that portion of the British Empire embracing Great Britain, undertook to make laws for the government of that portion composed of the thirteen American Colonies. A struggle for the right of self-government ensued, which resulted, on the 4th of July, 1776, in a Declaration, by the Colonies, "that they are, and of right ought to be, FREE AND INDEPENDENT STATES; and that, as free and independent States, they have full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent States may of right do."

They further solemnly declared that whenever any "form of government becomes destructive of the ends for which it was established, it is the right of the people to alter or abolish it, and to institute a new government." Deeming the Government of Great Britain to have become destructive of these ends, they declared that the Colonies "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."

In pursuance of this Declaration of Independence, each of the thirteen States proceeded to exercise its separate sovereignty; adopted for itself a Constitution, and appointed officers for the administration of government in all its departments--Legislative, Executive and Judicial. For purposes of defense, they united their arms and their counsels; and, in 1778, they entered into a League known as the Articles of Confederation, whereby they agreed to entrust the administration of their external relations to a common agent, known as the Congress of the United States, expressly declaring, in the first Article "that each State retains its sovereignty,

freedom and independence, and every power, jurisdiction and right which is not, by this Confederation, expressly delegated to the United States in Congress assembled."

Under this Confederation the war of the Revolution was carried on, and on the 3rd of September, 1783, the contest ended, and a definite Treaty was signed by Great Britain, in which she acknowledged the independence of the Colonies in the following terms: "ARTICLE 1-- His Britannic Majesty acknowledges the said United States, viz: New Hampshire, Massachusetts Bay, Rhode Island and Providence Plantations, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina and Georgia, to be FREE, SOVEREIGN AND INDEPENDENT STATES; that he treats with them as such; and for himself, his heirs and successors, relinquishes all claims to the government, propriety and territorial rights of the same and every part thereof."

Thus were established the two great principles asserted by the Colonies, namely: the right of a State to govern itself; and the right of a people to abolish a Government when it becomes destructive of the ends for which it was instituted. And concurrent with the establishment of these principles, was the fact, that each Colony became and was recognized by the mother Country a FREE, SOVEREIGN AND INDEPENDENT STATE.

In 1787, Deputies were appointed by the States to revise the Articles of Confederation, and on 17th September, 1787, these Deputies recommended for the adoption of the States, the Articles of Union, known as the Constitution of the United States.

The parties to whom this Constitution was submitted, were the several sovereign States; they were to agree or disagree, and when nine of them agreed the compact was to take effect among those concurring; and the General Government, as the common agent, was then invested with their authority.

If only nine of the thirteen States had concurred, the other four would have remained as they then were-- separate, sovereign States, independent of any of the provisions of the Constitution. In fact, two of the States did not accede to the Constitution until long after it had gone into operation among the other eleven; and during that interval, they each exercised the functions of an independent nation.

By this Constitution, certain duties were imposed upon the several States, and the exercise of certain of their powers was restrained, which necessarily implied their continued existence as sovereign States. But to remove all doubt, an amendment was added, which declared that 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. On the 23d May, 1788, South Carolina, by a Convention of her People, passed an Ordinance assenting to this Constitution, and

afterwards altered her own Constitution, to conform herself to the obligations she had undertaken.

Thus was established, by compact between the States, a Government with definite objects and powers, limited to the express words of the grant. This limitation left the whole remaining mass of power subject to the clause reserving it to the States or to the people, and rendered unnecessary any specification of reserved rights.

We hold that the Government thus established is subject to the two great principles asserted in the Declaration of Independence; and we hold further, that the mode of its formation subjects it to a third fundamental principle, namely: the law of compact. We maintain that in every compact between two or more parties, the obligation is mutual; that the failure of one of the contracting parties to perform a material part of the agreement, entirely releases the obligation of the other; and that where no arbiter is provided, each party is remitted to his own judgment to determine the fact of failure, with all its consequences.

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

The Constitution of the United States, in its fourth Article, provides as follows: "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."

This stipulation was so material to the compact, that without it that compact would not have been made. The greater number of the contracting parties held slaves, and they had previously evinced their estimate of the value of such a stipulation by making it a condition in the Ordinance for the government of the territory ceded by Virginia, which now composes the States north of the Ohio River.

The same article of the Constitution stipulates also for rendition by the several States of fugitives from justice from the other States.

The General Government, as the common agent, passed laws to carry into effect these stipulations of the States. For many years these laws were executed. But an increasing hostility on the part of the non-slaveholding States to the institution of slavery, has led to a disregard of their obligations, and the laws of the General Government have ceased to effect the objects of the Constitution. The States of Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island, New York, Pennsylvania, Illinois, Indiana, Michigan, Wisconsin and Iowa, have enacted laws which either nullify the Acts of Congress or render useless any attempt to execute them. In many of these States the fugitive is discharged from service or labor claimed, and in none of them has the State Government complied with the

stipulation made in the Constitution. The State of New Jersey, at an early day, passed a law in conformity with her constitutional obligation; but the current of anti-slavery feeling has led her more recently to enact laws which render inoperative the remedies provided by her own law and by the laws of Congress. In the State of New York even the right of transit for a slave has been denied by her tribunals; and the States of Ohio and Iowa have refused to surrender to justice fugitives charged with murder, and with inciting servile insurrection in the State of Virginia. Thus the constituted compact has been deliberately broken and disregarded by the non-slaveholding States, and the consequence follows that South Carolina is released from her obligation.

The ends for which the Constitution was framed are declared by itself to be "to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defence, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity."

These ends it endeavored to accomplish by a Federal Government, in which each State was recognized as an equal, and had separate control over its own institutions. The right of property in slaves was recognized by giving to free persons distinct political rights, by giving them the right to represent, and burthening them with direct taxes for three-fifths of their slaves; by authorizing the importation of slaves for twenty years; and by stipulating for the rendition of fugitives from labor.

We affirm that these ends for which this Government was instituted have been defeated, and the Government itself has been made destructive of them by the action of the non-slaveholding States. Those States have assumed the right of deciding upon the propriety of our domestic institutions; and have denied the rights of property established in fifteen of the States and recognized by the Constitution; they have denounced as sinful the institution of slavery; they have permitted open establishment among them of societies, whose avowed object is to disturb the peace and to eloign the property of the citizens of other States. They have encouraged and assisted thousands of our slaves to leave their homes; and those who remain, have been incited by emissaries, books and pictures to servile insurrection.

For twenty-five years this agitation has been steadily increasing, until it has now secured to its aid the power of the common Government. Observing the **forms** [emphasis in the original] of the Constitution, a sectional party has found within that Article establishing the Executive Department, the means of subverting the Constitution itself. A geographical line has been drawn across the Union, and all the States north of that line have united in the election of a man to the high office of President of the United States, whose opinions and purposes are hostile to slavery. He is to be entrusted with the administration of the common Government, because he has declared that "Government cannot endure permanently half slave,

half free," and that the public mind must rest in the belief that slavery is in the course of ultimate extinction.

This sectional combination for the submersion of the Constitution, has been aided in some of the States by elevating to citizenship, persons who, by the supreme law of the land, are incapable of becoming citizens; and their votes have been used to inaugurate a new policy, hostile to the South, and destructive of its beliefs and safety.

On the 4th day of March next, this party will take possession of the Government. It has announced that the South shall be excluded from the common territory, that the judicial tribunals shall be made sectional, and that a war must be waged against slavery until it shall cease throughout the United States.

The guaranties of the Constitution will then no longer exist; the equal rights of the States will be lost. The slaveholding States will no longer have the power of self-government, or self-protection, and the Federal Government will have become their enemy.

Sectional interest and animosity will deepen the irritation, and all hope of remedy is rendered vain, by the fact that public opinion at the North has invested a great political error with the sanction of more erroneous religious belief.

We, therefore, the People of South Carolina, by our delegates in Convention assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, have solemnly declared that the Union heretofore existing between this State and the other States of North America, is dissolved, and that the State of South Carolina has resumed her position among the nations of the world, as a separate and independent State; with 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.

Adopted December 24, 1860

Texas

A Declaration of the Causes which Impel the State of Texas to Secede from the Federal Union.

The government of the United States, by certain joint resolutions, bearing date the 1st day of March, in the year A.D. 1845, proposed to the Republic of Texas, then *a free, sovereign and independent nation* [emphasis in the original], the annexation of the latter to the former, as one of the co-equal states thereof,

The people of Texas, by deputies in convention assembled, on the fourth day of July of the same year, assented to and accepted said proposals and formed a

constitution for the proposed State, upon which on the 29th day of December in the same year, said State was formally admitted into the Confederate Union.

Texas abandoned her separate national existence and consented to become one of the Confederate Union to promote her welfare, insure domestic tranquility and secure more substantially the blessings of peace and liberty to her people. She was received into the confederacy with her own constitution, under the guarantee of the federal constitution and the compact of annexation, that she should enjoy these blessings. She was received as a commonwealth holding, maintaining and protecting the institution known as negro slavery-- the servitude of the African to the white race within her limits-- a relation that had existed from the first settlement of her wilderness by the white race, and which her people intended should exist in all future time. Her institutions and geographical position established the strongest ties between her and other slave-holding States of the confederacy. Those ties have been strengthened by association. But what has been the course of the government of the United States, and of the people and authorities of the non-slave-holding States, since our connection with them?

The controlling majority of the Federal Government, under various pretences and disguises, has so administered the same as to exclude the citizens of the Southern States, unless under odious and unconstitutional restrictions, from all the immense territory owned in common by all the States on the Pacific Ocean, for the avowed purpose of acquiring sufficient power in the common government to use it as a means of destroying the institutions of Texas and her sister slaveholding States.

By the disloyalty of the Northern States and their citizens and the imbecility of the Federal Government, infamous combinations of incendiaries and outlaws have been permitted in those States and the common territory of Kansas to trample upon the federal laws, to war upon the lives and property of Southern citizens in that territory, and finally, by violence and mob law, to usurp the possession of the same as exclusively the property of the Northern States.

The Federal Government, while but partially under the control of these our unnatural and sectional enemies, has for years almost entirely failed to protect the lives and property of the people of Texas against the Indian savages on our border, and more recently against the murderous forays of banditti from the neighboring territory of Mexico; and when our State government has expended large amounts for such purpose, the Federal Government has refused reimbursement therefor, thus rendering our condition more insecure and harassing than it was during the existence of the Republic of Texas.

These and other wrongs we have patiently borne in the vain hope that a returning sense of justice and humanity would induce a different course of administration.

When we advert to the course of individual non-slave-holding States, and that a majority of their citizens, our grievances assume far greater magnitude.

The States of Maine, Vermont, New Hampshire, Connecticut, Rhode Island, Massachusetts, New York, Pennsylvania, Ohio, Wisconsin, Michigan and Iowa, by solemn legislative enactments, have deliberately, directly or indirectly violated the 3rd clause of the 2nd section of the 4th article [the fugitive slave clause] of the federal constitution, and laws passed in pursuance thereof; thereby annulling a material provision of the compact, designed by its framers to perpetuate the amity between the members of the confederacy and to secure the rights of the slave-holding States in their domestic institutions-- a provision founded in justice and wisdom, and without the enforcement of which the compact fails to accomplish the object of its creation. Some of those States have imposed high fines and degrading penalties upon any of their citizens or officers who may carry out in good faith that provision of the compact, or the federal laws enacted in accordance therewith.

In all the non-slave-holding States, in violation of that good faith and comity which should exist between entirely distinct nations, the people have formed themselves into a great sectional party, now strong enough in numbers to control the affairs of each of those States, based upon an unnatural feeling of hostility to these Southern States and their beneficent and patriarchal system of African slavery, proclaiming the debasing doctrine of equality of all men, irrespective of race or color-- a doctrine at war with nature, in opposition to the experience of mankind, and in violation of the plainest revelations of Divine Law. They demand the abolition of negro slavery throughout the confederacy, the recognition of political equality between the white and negro races, and avow their determination to press on their crusade against us, so long as a negro slave remains in these States.

For years past this abolition organization has been actively sowing the seeds of discord through the Union, and has rendered the federal congress the arena for spreading firebrands and hatred between the slave-holding and non-slave-holding States.

By consolidating their strength, they have placed the slave-holding States in a hopeless minority in the federal congress, and rendered representation of no avail in protecting Southern rights against their exactions and encroachments. They have proclaimed, and at the ballot box sustained, the revolutionary doctrine that there is a 'higher law' than the constitution and laws of our Federal Union, and virtually that they will disregard their oaths and trample upon our rights.

They have for years past encouraged and sustained lawless organizations to steal our slaves and prevent their recapture, and have repeatedly murdered Southern citizens while lawfully seeking their rendition.

They have invaded Southern soil and murdered unoffending citizens, and through the press their leading men and a fanatical pulpit have bestowed praise upon the actors and assassins in these crimes, while the governors of several of their States have refused to deliver parties implicated and indicted for participation in such offenses, upon the legal demands of the States aggrieved.

They have, through the mails and hired emissaries, sent seditious pamphlets and papers among us to stir up servile insurrection and bring blood and carnage to our firesides.

They have sent hired emissaries among us to burn our towns and distribute arms and poison to our slaves for the same purpose.

They have impoverished the slave-holding States by unequal and partial legislation, thereby enriching themselves by draining our substance.

They have refused to vote appropriations for protecting Texas against ruthless savages, for the sole reason that she is a slave-holding State.

And, finally, by the combined sectional vote of the seventeen non-slave-holding States, they have elected as president and vice-president of the whole confederacy two men whose chief claims to such high positions are their approval of these long continued wrongs, and their pledges to continue them to the final consummation of these schemes for the ruin of the slave-holding States.

In view of these and many other facts, it is meet that our own views should be distinctly proclaimed.

We hold as undeniable truths that the governments of the various States, and of the confederacy itself, were established exclusively by the white race, for themselves and their posterity; that the African race had no agency in their establishment; that they were rightfully held and regarded as an inferior and dependent race, and in that condition only could their existence in this country be rendered beneficial or tolerable.

That in this free government *all white men are and of right ought to be entitled to equal civil and political rights* [emphasis in the original]; that the servitude of the African race, as existing in these States, is mutually beneficial to both bond and free, and is abundantly authorized and justified by the experience of mankind, and the revealed will of the Almighty Creator, as recognized by all Christian nations; while the destruction of the existing relations between the two races, as advocated by our sectional enemies, would bring inevitable calamities upon both and desolation upon the fifteen slave-holding states.

By the secession of six of the slave-holding States, and the certainty that others will speedily do likewise, Texas has no alternative but to remain in an isolated connection with the North, or unite her destinies with the South.

For these and other reasons, solemnly asserting that the federal constitution has been violated and virtually abrogated by the several States named, seeing that the federal government is now passing under the control of our enemies to be diverted from the exalted objects of its creation to those of oppression and wrong, and realizing that our own State can no longer look for protection, but to God and her own sons-- We the delegates of the people of Texas, in Convention assembled, have passed an ordinance dissolving all political connection with the government of the United States of America and the people thereof and confidently appeal to the intelligence and patriotism of the freemen of Texas to ratify the same at the ballot box, on the 23rd day of the present month.

Adopted in Convention on the 2nd day of Feby, in the year of our Lord one thousand eight hundred and sixty-one and of the independence of Texas the twenty-fifth.

Virginia

THE SECESSION ORDINANCE.

AN ORDINANCE TO REPEAL THE RATIFICATION OF THE CONSTITUTION OF THE UNITED STATES OF AMERICA BY THE STATE OF VIRGINIA, AND TO RESUME ALL THE RIGHTS AND POWERS GRANTED UNDER SAID CONSTITUTION.

The people of Virginia, in their ratification of the Constitution of the United States of America, adopted by them in Convention on the twenty-fifth day of June, in the year of our Lord one thousand seven hundred and eighty-eight, having declared that the powers granted under the said Constitution were derived from the people of the United States, and might be resumed whensoever the same should be perverted to their injury and oppression; and the Federal Government, having perverted said powers, *not only to the injury of the people of Virginia, but to the oppression of the Southern Slaveholding States.*

Now, therefore, we, the people of Virginia, do declare and ordain that the ordinance adopted by the people of this State in Convention, on the twenty-fifth day of June, eighty-eight, whereby the Constitution of the United States of America was ratified, and all acts of the General Assembly of this State, ratifying or adopting amendments to said Constitution, are hereby repealed and abrogated; that the Union between the State of Virginia and the other States under the Constitution aforesaid, is hereby dissolved, and that the State of Virginia is in the full possession and exercise of all the rights of sovereignty which belong and appertain to a free and independent State. And they do further declare that the said Constitution of the United States of America is no longer binding on any of the citizens of this State.

This ordinance shall take effect and be an act of this day when ratified by a majority of the votes of the people of this State, cast at a poll to be taken thereon on the fourth Thursday in May next, in pursuance of a schedule to be hereafter enacted.

Done in Convention, in the city of Richmond, on the 17th day of April, in the year of our Lord one thousand eight hundred and sixty-one, and in the eighty-fifth year of the Commonwealth of Virginia.

JNO. L. EUBANK, Secretary of Convention

The Emancipation Proclamation

January 1, 1863

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:

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

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

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit: Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans) Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except the forty-eight counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth, and which excepted parts, are for the present, left precisely as if this proclamation were not issued.

Any by virtue of the power, and for this purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States,

are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

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

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

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

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

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

Thirteenth Amendment

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.

Second Inaugural Address of Abraham Lincoln Saturday, March 4, 1865

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

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

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

fervently do we pray, that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue until all the wealth piled by the bondsman's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said "the judgments of the Lord are true and righteous altogether."

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

O Captain! My Captain!

By Walt Whitman

O Captain! my Captain! our fearful trip is done,
The ship has weather's every rack, the prize we sought is won,
The port is near, the bells I hear, the people all exulting,
While follow eyes and steady keel, the vessel grim and daring;

But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
Rise up—for you the flag is flung—for you the bugle trills,
For you bouquets and ribbon'd wreaths—for you the shores a-crowding,
For you they call, the swaying mass, their eager faces turning;

Here Captain! dear father!
This arm beneath your head!
It is some dream that on the deck,
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still,
My father does not feel my arm, he has no pulse nor will,
The ship is anchor'd safe and sound, its voyage closed and done,
From fearful trip the victor ship comes in with object won;

Exult O shores, and ring O bells!
But I with mournful tread,
Walk the deck my Captain lies,
Fallen cold and dead.

Fourteenth Amendment

Section 1.

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

Section 2.

Representatives shall be apportioned among the several states according to their respective numbers, counting the whole number of persons in each state, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice President of the United States, Representatives in Congress, the executive and judicial officers of a state, or the members of the legislature thereof, is denied to any of the **male** inhabitants of such state, **being twenty-one years of age**, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such state.

Section 3.

No person shall be a Senator or Representative in Congress, or elector of President and Vice President, or hold any office, civil or military, under the United States, or under any state, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any state legislature, or as an executive or judicial officer of any state, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability.

Section 4.

The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any state shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

Section 5.

The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

Fifteenth Amendment

Section 1.

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

Section 2.

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

Headquarters, Camp Clark
Washington, D.C., July 14, 1861

My Very Dear Wife:

Indications are very strong that we shall move in a few days, perhaps to-morrow. Lest I should not be able to write you again, I feel impelled to write a few lines, that may fall under your eye when I shall be no more.

Our movement may be one of a few days duration and full of pleasure and it may be one of severe conflict and death to me. Not my will, but thine, O God be done. If it is necessary that I should fall on the battle-field for any country, I am ready. I have no misgivings about, or lack of confidence in, the cause in which I am engaged, and my courage does not halt or falter. I know how strongly American civilization now leans upon the triumph of government, and how great a debt we owe to those who went before us through the blood and suffering of the Revolution, and I am willing, perfectly willing to lay down all my joys in this life to help maintain this government, and to pay that debt.

But, my dear wife, when I know, that with my own joys, I lay down nearly all of yours, and replace them in this life with care and sorrows, when, after having eaten for long years the bitter fruit of orphanage myself, I must offer it, as their only sustenance, to my dear little children, is it weak or dishonorable, while the banner of my purpose floats calmly and proudly in the breeze, that my unbounded love for you, my darling wife and children, should struggle in fierce, though useless, contest with my love of country.

I cannot describe to you my feelings on this calm summer night, when two thousand men are sleeping around me, many of them enjoying the last, perhaps, before that of death, and I, suspicious that Death is creeping behind me with his fatal dart, am communing with God, my country and thee.

I have sought most closely and diligently, and often in my breast, for a wrong motive in this hazarding the happiness of those I loved, and I could not find one. A pure love of my country, and of the principles I have often advocated before the people, and "the name of honor, that I love more than I fear death," have called upon me, and I have obeyed.

Sarah, my love for you is deathless. It seems to bind me with mighty cables, that nothing but Omnipotence can break; and yet, my love of country comes over me like a strong wind, and bears me irresistibly on with all those chains, to the battlefield. The memories of all the blissful moments I have spent with you come crowding over me, and I feel most deeply grateful to God and you, that I have enjoyed them so long. And how hard it is for me to give them up, and burn to

ashes the hopes of future years, when, God willing, we might still have lived and loved together, and seen our boys grow up to honorable manhood around us.

I know I have but few claims upon Divine Providence, but something whispers to me, perhaps it is the wafted prayer of my little Edgar, that I shall return to my loved ones unharmed. If I do not, my dear Sarah, never forget how much I love you, nor that, when my last breath escapes me on the battle-field, it will whisper your name.

Forgive my many faults, and the many pains I have caused you. How thoughtless, how foolish I have oftentimes been! How gladly would I wash out with my tears, every little spot upon your happiness, and struggle with all the misfortune of this world, to shield you and my children from harm. But I cannot, I must watch you from the spirit land and hover near you, while you buffet the storms with your precious little freight, and wait with sad patience till we meet to part no more.

But, O Sarah, if the dead can come back to this earth, and flit unseen around those they loved, I shall always be near you in the garish day, and the darkest night amidst your happiest scenes and gloomiest hours always, always, and, if the soft breeze fans your cheek, it shall be my breath; or the cool air cools your throbbing temples, it shall be my spirit passing by.

Sarah, do not mourn me dear; think I am gone, and wait for me, for we shall meet again.

As for my little boys, they will grow as I have done, and never know a father's love and care. Little Willie is too young to remember me long, and my blue-eyed Edgar will keep my frolics with him among the dimmest memories of his childhood.

Sarah, I have unlimited confidence in your maternal care, and your development of their characters. Tell my two mothers, I call God's blessing upon them. O Sarah, I wait for you there! Come to me, and lead thither my children.

- Sullivan

Appendix:

Dossiers, study guides, worksheets, songs, and maps

Book Dossier: *Huckleberry Finn*

Author: Mark Twain

Date/Location First Published:

Mini biography of author:

Three characters from the book and three adjectives to describe them:

1)

2)

3)

Brief summary of the book:

Prevalent theme(s) or lesson(s) from the book:

Interesting events or information from the book:

Discussion question:

Answer to the previous discussion question:

Book Dossier: *Uncle Tom's Cabin*

Author: Harriet Beecher Stowe

Date/Location First Published:

Mini biography of author:

Three characters from the book and three adjectives to describe them:

1)

2)

3)

Brief summary of the book:

Prevalent theme(s) or lesson(s) from the book:

Interesting events or information from the book:

Discussion question:

Answer to the previous discussion question

Book Dossier: *Abraham Lincoln*

Author: Wilbur F. Gordy

Date/Location First Published:

Mini biography of author:

Three characters from the book and three adjectives to describe them:

1)

2)

3)

Brief summary of the book:

Prevalent theme(s) or lesson(s) from the book:

Interesting events or information from the book:

Discussion question:

Answer to the previous discussion question:

Book Dossier: *Across Five Aprils*

Author: Irene Hunt

Date/Location First Published:

Mini biography of author:

Three characters from the book and three adjectives to describe them:

1)

2)

3)

Brief summary of the book:

Prevalent theme(s) or lesson(s) from the book:

Interesting events or information from the book:

Discussion question:

Answer to the previous discussion question:

Book Dossier: *To Kill a Mockingbird*

Author: Harper Lee

Date/Location First Published:

Mini biography of author:

Three characters from the book and three adjectives to describe them:

1)

2)

3)

Brief summary of the book:

Prevalent theme(s) or lesson(s) from the book:

Interesting events or information from the book:

Discussion question:

Answer to the previous discussion question:

Primary Source Study: Frederick Douglass Quote

Author:

About the Author:

Document Background:

Audience:

New Vocabulary:

Memorable Quotes or Lines:

Aha (I didn't know that!):

Summary:

Primary Source Study: “To the Right Honourable William, Earl of Dartmouth”

Author:

About the Author:

Document Background:

Audience:

New Vocabulary:

Memorable Quotes or Lines:

Aha (I didn’t know that!):

Summary:

Primary Source Study: Lincoln/Douglas speech excerpts

Author:

About the Author:

Document Background:

Audience:

New Vocabulary:

Memorable Quotes or Lines:

Aha (I didn't know that!):

Summary:

Primary Source Study: secession letter from _____

Author:

About the Author:

Document Background:

Audience:

New Vocabulary:

Memorable Quotes or Lines:

Aha (I didn't know that!):

Summary:

Primary Source Study: Emancipation Proclamation

Author:

About the Author:

Document Background:

Audience:

New Vocabulary:

Memorable Quotes or Lines:

Aha (I didn't know that!):

Summary:

Primary Source Study: Gettysburg Address

Author:

About the Author:

Document Background:

Audience:

New Vocabulary:

Memorable Quotes or Lines:

Aha (I didn't know that!):

Summary:

Document Study: Thirteenth Amendment

Author:

About the Author:

Document Background:

Audience:

New Vocabulary:

Memorable Quotes or Lines:

Aha (I didn't know that!):

Summary:

Primary Source Study: Abraham Lincoln's Second Inaugural Address

Author:

About the Author:

Document Background:

Audience:

New Vocabulary:

Memorable Quotes or Lines:

Aha (I didn't know that!):

Summary:

Primary Source Study: “O Captain! My Captain!”

Author:

About the Author:

Document Background:

Audience:

New Vocabulary:

Memorable Quotes or Lines:

Aha (I didn’t know that!):

Summary:

Primary Source Study: Fourteenth Amendment

Author:

About the Author:

Document Background:

Audience:

New Vocabulary:

Memorable Quotes or Lines:

Aha (I didn't know that!):

Summary:

Primary Source Study: Fifteenth Amendment

Author:

About the Author:

Document Background:

Audience:

New Vocabulary:

Memorable Quotes or Lines:

Aha (I didn't know that!):

Summary:

The Battle Cry of Freedom

Union Version:

Yes, we'll rally round the flag, boys,
We'll rally once again,
Shouting the battle cry of Freedom,
We will rally from the hillside,
We'll gather from the plain,
Shouting the battle cry of Freedom.

CHORUS:

The Union forever,
Hurrah! boys, hurrah!
Down with the traitors,
Up with the stars;
While we rally round the flag, boys,
Rally once again,
Shouting the battle cry of Freedom.

We are springing to the call
Of our brothers gone before,
Shouting the battle cry of Freedom;
And we'll fill our vacant ranks with
A million free men more,
Shouting the battle cry of Freedom.

CHORUS

We will welcome to our numbers
The loyal, true and brave,
Shouting the battle cry of Freedom;
And although they may be poor,
Not a man shall be a slave,
Shouting the battle cry of Freedom.

CHORUS

So we're springing to the call
From the East and from the West,
Shouting the battle cry of Freedom;
And we'll hurl the rebel crew
From the land that we love best,
Shouting the battle cry of Freedom.

CHORUS

Confederate Version

Our flag is proudly floating on the land and on the main,
Shout, shout, the battle cry of Freedom;
Beneath it oft we've conquered and will conquer oft again,
Shout, shout, the battle cry of Freedom.

CHORUS:

Our Dixie forever, she's never at a loss
Down with the eagle and up with the cross.
We'll rally 'round the bonny flag, we'll rally once again
Shout, shout the battle cry of Freedom.

Our gallant boys have marched to the rolling of the drums,
Shout, shout the battle cry of Freedom;
And the leaders in charge cry, "Come boys, come!"
Shout, shout the battle cry of Freedom.

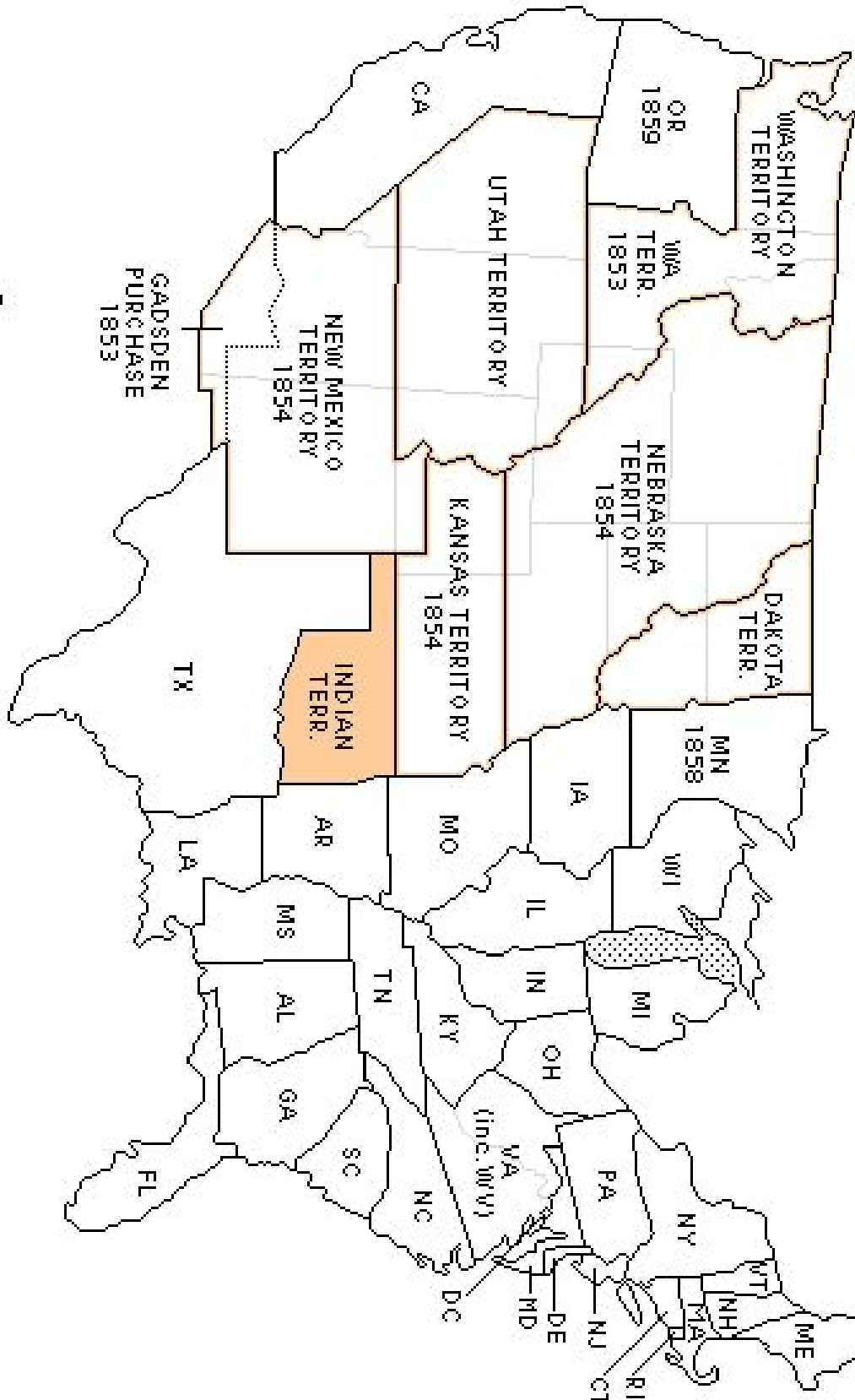
CHORUS

They have laid down their lives on the bloody battle field,
Shout, shout the battle cry of Freedom;
Their motto is resistance—"To tyrants we'll not yield!"
Shout, shout the battle cry of Freedom.

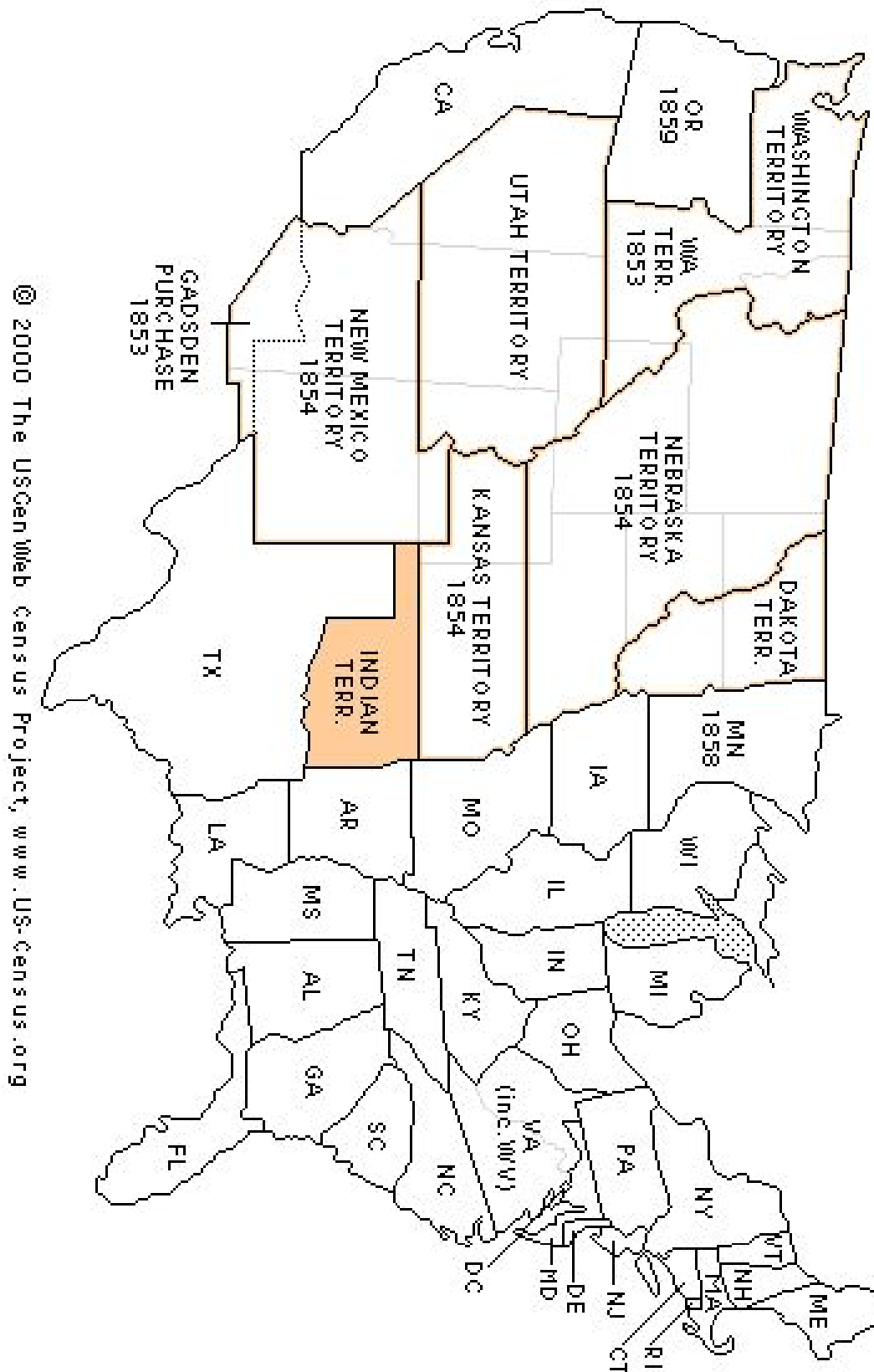
CHORUS

While our boys have responded and to the field have gone,
Shout, shout the battle cry of Freedom;
Our noble women also have aided them at home.
Shout, shout the battle cry of Freedom.

CHORUS



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Gettysburg

Union

Confederate

General Robert E. Lee

Major General George Meade

Lt. General James Longstreet

Major General JEB Stuart

Major General Hancock

Colonel Chamberlain

Major General Pickett

Lt. General Ewell

Brigadier General Buford

Major General Reynolds

Brigadier General Lewis Armistead

Lt. Thomas Chamberlain

Who said it?

“General, you know as well as I do, we have never concerned ourselves with being outnumbered.” _____

“Maybe we should not have fought here.” _____

“I’m fighting for my rights.” _____

“See you in hell, Billy Yank.” _____

“See you in hell, Johnny Reb.” _____

“I’ve never seen troops anywhere so ready for a
brawl.” _____

“When he passes, the boys hush like they have seen an angel of the Lord.”

“We should’ve freed the slaves and then fired on Fort
Sumter.” _____

“To be a good soldier you must love the army. To be a good commander you must
be able to order the death of the thing you
love.” _____

“I want this to be the final battle. “ _____

“Take that hill.” _____

“The Union Army stops here. We are the flank.” _____

“What’s happening to my boys?” _____

“I have never left the enemy in command of the field. No, sir, retreat is no longer
an option.” _____

“General, we can take that ridge.” _____

“Maybe we’ll win it today, and today will be the last day.” _____

“All Virginia is here on this day.” _____

“Prepare for defense, but them Yankees ain’t coming.” _____

“It’s my fault. I thought that we were invincible. Friends, it is all my fault.”

“General Lee, I have no division.” _____

How many more years did the war last?

How many men were lost in the Battle of Gettysburg?

Questions to think about:

What was the complaint of the Union soldiers?

Were there any differences between the appearance and or attitudes of the Confederate and Union soldiers? If so, what were they?

Did the military leaders listen to each other?

Which leader did you like best? Why?

Which leader would you like to serve under?

Would you be willing to fight your best friend or family member for your cause?

Why were the Union soldiers fighting?

Why were the Confederate soldiers fighting?

Did you find yourself rooting for anyone or a particular side?

Should a leader disobey his commander?

Was General Lee warranted in taking the blame?

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