

**Social Science Department
United States History I
June 8-12**



Greetings USI Students! We hope you are safe and well with your families!
Below is the lesson plan for this week:

Content Standard:

**Topic 5. The Civil War and Reconstruction: causes and consequences
Civil War: Key Battles and Events**

Practice Standard(s):

1. Develop focused questions or problem statements and conduct inquiries.
2. Organize information and data from multiple primary and secondary sources.
3. Argue or explain conclusions, using valid reasoning and evidence.

Weekly Learning Opportunities:

1. **Civil War Timeline and Journal Entry Assignment**

2. **Historical Civil War Speeches and Extension Activity:**
 - *Emancipation Proclamation*
 - *The Gettysburg Address*

3. **Newsela Articles: President Lincoln**
 - *Time Machine (1865): The assassination of Abraham Lincoln*
 - *150 years after Lincoln's assassination, equality is still a struggle*

Additional Resources:

- **Civil War "The True Story of Glory Continues" - 1991 Documentary sequel**
<https://www.youtube.com/watch?v=IXyhTnfAV1o>

- **Glory (1989) - Matthew Broderick, Denzel Washington, Cary Elwes**
<https://www.youtube.com/watch?v=2LP4tPnCZt4>

Note to students: Your Social Science teacher will contact you with specifics regarding the above assignments in addition to strategies and recommendations for completion. Please email your teacher with specific questions and/or contact during office hours.

Assignment 1: Civil War Battle Timeline

Directions:

1. Using this link <https://www.historyplace.com/civilwar/>, create a timeline featuring the following events:

1. Election of Abraham Lincoln
2. Jefferson Davis named President
3. Battle of Ft. Sumter
4. Battle of Bull Run
5. Battle of Antietam
6. Battle of Fredericksburg
7. Battle of Chancellorsville
8. Battle of Shiloh
9. Emancipation Proclamation
10. Battle of Fort Wagner
11. Battle of Vicksburg
12. Battle of Gettysburg
13. Gettysburg Address
14. Election of 1864
15. Appomattox Court House

2. For each event:

- Write a brief description of the event and its significance (1-2 sentences)
- For each battle, draw a triangle under your description. Color the triangle either red (Confederate) or blue (Union) according to the Victor. If it was a draw, then color it both colors.

3. Journal Entry:

Now that you have completed the timeline, select one event that stood out to you and write two separate journal entries regarding the event. One entry will should be from the perspective of the North, and the second from the South. Each journal entry should be approximately one paragraph each.

Assignment 2: Famous Speeches in History

Emancipation Proclamation

January 1, 1863:

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

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

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

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

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

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

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-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 judgment of mankind, and the gracious favor of Almighty God.

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

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

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

Questions to Consider:

- When did Lincoln plan on freeing the “slaves?” In which states did he plan on doing this? Did he have authority to do this?
- When Lincoln gave his list of places that the slaves were to be freed – why do you think there were exceptions in Louisiana and Virginia? Explain.
- What did Lincoln advise the newly freed states in the Confederacy to do? (quote)
- Where did Lincoln say that able bodied men could go? Why do you think this was?
- In your opinion, is the Emancipation Proclamation a misunderstood document? Explain.

Gettysburg Address

President Lincoln delivered the 272 word Gettysburg Address on November 19, 1863 on the battlefield near Gettysburg, Pennsylvania.

"Fourscore 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 cannot dedicate, we cannot consecrate—we cannot 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 here gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the earth."

Questions to Consider:

- Why is Lincoln at Gettysburg? (quote)
- In the first line, Lincoln talks about America being conceived in liberty where all men are created equal? Why for the first time in American history – might that statement be true?
- Why does Lincoln feel it important to recognize what the soldiers sacrificed at Gettysburg? Explain.
- If you were a citizen in the Union- how would you have viewed this address? Explain.
- If you were a citizen in the Confederacy – how would you have viewed this address? Explain.

Assignment 3: Famous Speeches Extension Activity

Directions:

Now that you have read from two famous speeches during the Civil War, complete one of the following two activities:

Option 1: Create an appropriate speech regarding the current events transpiring in America. You can use the above speeches to help you format your speech and set the tone for what you would like to say. Please be passionate, but also remember to keep your speeches appropriate.

Option 2: Given the current events in America, there have been many passionate speeches and addresses made throughout the country. Find a speech that resonated with you and share it. Please explain why you felt the speech was so impactful. Did it inspire you? Did it lead you to take action? Please share why you felt the speech was so motivating.

Time Machine (1865): The assassination of Abraham Lincoln

By Harper's Weekly, adapted by Newsela staff on 05.02.16

Word Count 1,072

Level 1080L



A lithograph of the assassination of President Abraham Lincoln at Ford's Theatre on April 14, 1865. (From left) Major Henry Rathbone, Clara Harris, Mary Todd Lincoln, Lincoln and John Wilkes Booth. Currier & Ives, 1865.

Newsela Editor's Note: This article was originally published in the April 29, 1865, issue of Harper's Weekly. Its capitalization of names follows one of the journalistic conventions of the time.

THE Fourteenth of April is a dark day in our country's calendar. On that day four years ago, the national flag was for the first time lowered because of traitors. Also, upon that day, four weary years later, after a desperate conflict with treason — a conflict in which the nation had so far triumphed — her chosen leader was stricken down by the foul hand of an assassin. Boundless joy was exchanged for boundless grief. For the four years of the Civil War, murder had been committed against Northern loyalists in the South, against women and children whose houses had been burned down over their heads, and against our unfortunate prisoners, who had been tortured and literally starved to death. But there still remained one victim of this treason, our president.

The man who let himself be used by traitors for this vile purpose was JOHN WILKES BOOTH. He sold himself partly for money, but chiefly to win lasting fame. A detestable memory is in store for JOHN WILKES BOOTH, who brought a whole people to tears.

He was the third son born in America of the eminent English tragic actor, JUNIUS BRUTUS BOOTH. JOHN WILKES BOOTH, the killer, was born in 1839, and is now only 26 years of age. His eyes are dark and large, and his hair is of the same color, inclined to curl. His features are finely molded, his form tall, and his manner is pleasing. It is said that he has frequently threatened to kill President LINCOLN. His companions have been violent Secessionists and there are doubtless many others involved to a greater or less degree in his crime.

The Fatal Friday

The attempt to assassinate Secretary SEWARD was made probably by an accomplice. It is supposed that Secretary STANTON, and ANDREW JOHNSON were to have been added to the list of victims. JOHNSON even received a card from BOOTH on Friday, but he was not at home.

Those who were acquainted with BOOTH'S movements on the fatal Friday say that he was restless. He knew that the president intended to be present at Ford's Theatre in the evening. BOOTH asked an acquaintance if he would attend the performance, remarking that if he did he would see some unusually fine acting.

That evening, the president went to the theater with his wife, Mary LINCOLN, to take part of the joyous feelings over the victory. Also with them were Clara HARRIS, the daughter of a senator, and her fiancée, Major Henry RATHBONE. They arrived at 8:50 p.m., and occupied a private box overlooking the stage. The play for the evening was "The American Cousin."

BOOTH arrived at about 10 p.m. He left his horse at the rear of the theater and made his way to the president's box. BOOTH told a guard at the door of the corridor that the president had sent for him, and the guard let him enter. Stealthily approaching the dark passageway leading to the box, BOOTH closed the hall door. Then, taking a piece of board, he blocked the door, making it impossible for anyone to enter. He proceeded to the doors of the box, where he had previously drilled a hole so he could see the people inside. There is some uncertainty about what he did next, but a Mr. FERGUSON, who was sitting on the opposite side of the theater, knew BOOTH and recognized him. FERGUSON states that when BOOTH reached the door of the corridor leading to the boxes, he halted, "took off his hat, and, holding it in his left hand, leaned against the wall behind him." What happened next can only be guessed at. BOOTH looked, doubtless, through the hole in the door, and here we come upon another proof of a deliberately prepared plan. The very seats in the box had been arranged deliberately, either by himself or, more likely, by some employee of the theater who was in on the plot.

Nation In Deepest Mourning

The president sat in the left-hand corner of the box, nearest the audience, in an armchair. Next to him on the right sat his wife. A little to the rear of Mary Lincoln, HARRIS was seated with RATHBONE. The play had reached the second scene of the third act. Mary LINCOLN was intently watching the play and was leaning forward, with one hand resting on her husband's knee. The president was leaning upon one hand, and with the other was adjusting part of the box's drapes, his face wearing a pleasant smile and partially turned to the audience. About the assassination,

there are two conflicting statements. According to one statement, BOOTH fired through the door at the left, which was closed, but it is far more probable that he entered through the door at the right, and the next moment fired. The bullet ball entered just behind the president's left ear, and though it did not kill him immediately, he lost consciousness.

RATHBONE, hearing the gunshot, saw the assassin about six feet from the president, and grabbed him, but BOOTH shook him off. Booth dropped his weapon — an ordinary pocket pistol — and drew a long glittering knife, with which he stabbed the major; and then, resting his hand upon the railing, vaulted over easily to the stage, eight or nine feet below. As he passed between the folds of the flag decorating the box, his boot spur caught the drapery and brought it down. He crouched as he fell, falling upon one knee, but quickly stood upright, and staggered in a theatrical manner across the stage, brandishing his knife, and shouting, "Sic semper tyrannis!" or "thus always to tyrants" in Latin. He made his exit on the opposite side of the stage, and succeeded in making his escape without arrest. In this he was probably assisted by accomplices.

The president was immediately taken to the house of William PETERSON, which was located across the street. He died at 7:22 a.m. the next morning, never having recovered consciousness. In his last hours he was attended by his wife and his son, ROBERT, and prominent government officials. His death has plunged the nation into deepest mourning, but his spirit still inspires the people for whom he died.

Quiz

- 1 Which statement BEST identifies the historical significance of Abraham Lincoln's assassination?
- (A) It killed a sitting president in the name of the Confederacy.
 - (B) It was part of a failed attempt to assassinate several Union leaders.
 - (C) It was not the first time someone tried to kill President Lincoln during the Civil War.
 - (D) It happened with his wife at his side while he was laughing at a funny line in a play.
- 2 Which of these sentences from the article would be MOST important to include in an objective summary of the article?
- (A) On that day four years ago, the national flag was for the first time lowered because of traitors.
 - (B) It is supposed that Secretary STANTON, and ANDREW JOHNSON were to have been added to the list of victims.
 - (C) A detestable memory is in store for JOHN WILKES BOOTH, who brought a whole people to tears.
 - (D) (Lincoln) died at 7:22 a.m. the next morning, never having recovered consciousness.
- 3 Which question does the article BEST answer?
- (A) Did John Wilkes Booth enlist to fight in the Civil War?
 - (B) What was the reaction to the assassination of President Lincoln?
 - (C) How was Lincoln's assassination similar to the assassination of Julius Caesar by Brutus?
 - (D) How did John Wilkes Booth lead a conspiracy that assassinated Lincoln while allowing Booth to escape?
- 4 Which answer choice BEST expresses the central ideas of the article?
- (A) Southern Americans were angry that the North had won the Civil War. In retaliation, they paid John Wilkes Booth to kill President Lincoln.
 - (B) John Wilkes Booth assassinated President Abraham Lincoln as he watched a play in Washington, D.C., in April 1861; his death devastated the nation.
 - (C) John Wilkes Booth wanted to kill President Lincoln to secure his place in history; he did not have a detailed plan as he assassinated President Lincoln in the Ford's Theater.
 - (D) John Wilkes Booth was a secessionist who disagreed with the laws put in place by President Lincoln; in retaliation, he killed the president as he watched a play.
- 5 On April 9, 1865, the Confederate army of General Lee surrendered to the Union army. It appeared the Civil War was ending in defeat for the Confederates. Previously, John Wilkes Booth and his conspirators planned to kidnap Lincoln. How did the Civil War affect the actions of John Wilkes Booth?
- (A) He sought to shift attention away from war toward entertainment.
 - (B) He attempted to meet with President Lincoln to discuss the Southern cause.
 - (C) He wanted to revive the Confederate cause with the bold act of assassinating Union leaders.
 - (D) He meant to bring notoriety to Ford's Theatre, which was having a hard time selling tickets during the war.

- 6 Which of the following answer choices would BEST describe the author's reaction to President Lincoln's death?
- (A) bitter and mournful
 - (B) angry but hopeful
 - (C) relieved and confident
 - (D) confused and disoriented
- 7 How does Lincoln's assassination affect the description of John Wilkes Booth in the article?
- (A) His actions are related without condemnation.
 - (B) His physical features are described as ugly and angry, similar to how fiction introduces a villain.
 - (C) The facts and sequence of events are described without judging between what is right or wrong.
 - (D) Although Booth is a famous actor from a family of actors, he is described first as an assassin.
- 8 Read the introduction [paragraph 1, after the Editor's Note]. Why does the author mention the fourteenth of April?
- (A) to inform readers about the tradition of lowering flags
 - (B) to suggest that difficult times will always come to an end
 - (C) to note the date's significance in two major events in U.S. history
 - (D) to suggest that the date used to mark a joyful occasion

150 years after Lincoln's assassination, equality is still a struggle

By St. Louis Post-Dispatch, adapted by Newsela staff on 04.15.15

Word Count **756**

Level **1080L**



Abraham Lincoln presenter Fritz Klein joins others in period attire as they learn how to use this "new-fangled" mobile way to access the events and schedules for History Comes Alive at the Abraham Lincoln Presidential Museum in Springfield, Illinois, July 10, 2012. AP Photo/Seth Perlman

WASHINGTON — Abraham Lincoln was killed by John Wilkes Booth 150 years ago on April 14. Since then, views of his presidency have changed.

As recent events have shown, some of the problems Lincoln faced in his fight to end slavery are still with us. They remain a part of today's struggles over equality and race.

As the anniversary of his death approached, historians and moviemakers took a fresh look at Lincoln's words and actions.

Lincoln, Obama Wrestle With Same Troubles

Many of the issues Lincoln grappled with remain as troubling today as they were in his time. Recent events in Ferguson, Missouri, and in North Charleston, South Carolina, demonstrate that

the country is still plagued by some of the same racial divisions Lincoln confronted in 1865. In both cities, a white police officer shot an unarmed black man to death.

The election of Barack Obama was supposed to mark an end to many of the country's racial problems. However, some of the same issues that confronted Lincoln have been revisited during Obama's presidency.

“All generations rethink Lincoln,” historian Martha Hodes said. “For this generation, it’s about rethinking the meaning of freedom in a moment that is decidedly not the post-racial moment some expected with the election and re-election of the nation’s first black president.”

Voting Rights For All

The anniversary of Lincoln's assassination will be commemorated in various locations. Ceremonies are planned at the Abraham Lincoln Presidential Library and Museum in Springfield, Illinois, and at Ford’s Theater and the Lincoln Memorial in Washington, D.C.

Hodes said memories of Lincoln are linked to painful current events and to “renewed calls for justice.”

Other historians agree, pointing to ongoing political fights over voting rights. Some feel that politicians have used legal tricks to reduce the number of blacks who are able to vote. In his time, Lincoln had to deal with strong resistance to giving blacks equal voting rights.

Lincoln was not murdered because he freed the slaves, historian Michael Burlingame said. He was killed “because on April 11, 1865, he publicly called for black voting rights.”

Booth was in the audience for that speech, and vowed then to kill Lincoln, said Burlingame.

Historians Had Questions

Lincoln should be honored as someone who died in the pursuit of civil rights, Burlingame said. He should be thought of alongside Martin Luther King, Medgar Evers and others who were assassinated for fighting for racial justice.

Lincoln has not always been seen positively, however.

Lincoln was viewed extremely favorably during the 1950s. However, in the years that followed “a big change took place,” historian Richard Wightman Fox said.

In the 1960s and 1970s, historians began to question whether Lincoln really cared that much about ending slavery. Perhaps, they said, he had other reasons for wanting to fight against the slave-owning South. Some scholars argued that the Civil War between North and South was really more about money or controlling the country than slaves.

“Opinion about him became entirely less favorable,” Fox said.

Unfulfilled Promises

African-Americans first began to turn away from Lincoln during the Great Depression of the 1930s, historian Edna Greene Medford said. Many people were out of work during those years, and things were particularly hard for blacks.

Lincoln suddenly became a symbol of disappointment and unfulfilled promise for many African-Americans.

“These former slaves recalled what life was supposed to be and what it was not,” Medford said. “They were saying, ‘Lincoln freed us, but he didn’t give us anything but our freedom. We needed land, we needed more opportunity.’”

However, the connection with Lincoln “never totally dies out,” Medford said. In 1963, King delivered his famous "I Have a Dream" speech on the steps of the Lincoln Memorial. King talked about liberation and "how people are still suffering" in ways that recalled Lincoln, Medford said.

Lincoln Struggled With War

Today, many black Americans “understand the complexity of the man," Medford said. They "are understanding more what Lincoln was about, why he did what he did" as a leader in a more openly racist time in American history.

Newly examined letters show that Lincoln was very concerned about the suffering the Civil War caused. James Cornelius, of the Lincoln Presidential Library and Museum, said that the president wrote many letters to families of soldiers during the Civil War. They reveal that he “cared deeply, individually, about each man he sent off to war, and possible death.”

The letters reflect Lincoln's "understanding of his duty as commander in chief to every soldier," Cornelius said.

Quiz

1 Which of the following selections from the article is the BEST summary of the article?

- (A) Abraham Lincoln was killed by John Wilkes Booth 150 years ago on April 14. Since then, views of his presidency have changed.
- (B) As recent events have shown, some of the problems Lincoln faced in his fight to end slavery are still with us. They remain a part of today's struggles over equality and race.
- (C) As the anniversary of his death approached, historians and moviemakers took a fresh look at Lincoln's words and actions.
- (D) Many of the issues Lincoln grappled with remain as troubling today as they were in his time.

2 Read the following selection from the article.

In the 1960s and 1970s, historians began to question whether Lincoln really cared that much about ending slavery. Perhaps, they said, he had other reasons for wanting to fight against the slave-owning South.

Does this selection help you understand the main idea of the article? How?

- (A) Yes, because it shows that Lincoln did not really care about the slaves.
- (B) Yes, because it is an example of how ideas about Lincoln have changed.
- (C) No, because it is an example of people thinking negatively about Lincoln.
- (D) No, because it does not show how ideas about Lincoln have changed over time.

3 Which of the following phrases emphasize negative feelings about Lincoln in the 1930s?

- (A) out of work
- (B) symbol of disappointment
- (C) more opportunity
- (D) cared deeply, individually

4 Read these two sentences from the article.

Some feel that politicians have used legal tricks to reduce the number of blacks who are able to vote. In his time, Lincoln had to deal with strong resistance to giving blacks equal voting rights.

Which word could replace "resistance" WITHOUT changing the meaning of the second sentence?

- (A) struggle
- (B) competition
- (C) opposition
- (D) disappointment