

# Stark County Teaching American History Grant

Stark County Educational Service Center  
2100 38<sup>th</sup> Street NW  
Canton, Ohio 44709

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## Lesson Plan Title

Defining a "New Birth of Freedom:" A Primary Source

comparison of

*The Emancipation Proclamation & The Gettysburg Address.*



**Grade Level:** AP US History (but can be adapted for 8<sup>th</sup> grade)

Created by Chris Meiser  
Perry High School

## Duration

1-2 days

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## Overview

This lesson will examine two of the most famous documents in American history: *The Emancipation Proclamation* and *The Gettysburg Address*. Students will read and analyze each document separately and then complete a comparison matrix in an attempt to evaluate each document's contribution to redefining the characteristics of American Freedom.

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## Ohio & Advanced Placement Academic Content Standards

### AP US History Standards

Themes of freedom, equality, and emancipation, listed in the Course Description as "Emancipation and the role of African Americans in the war," a subtopic under "Civil War."

### Ohio Academic Content Standards (Current for 8<sup>th</sup> grade)

Standard: History

Benchmark G: Analyze the causes and consequences of the American Civil War.

Indicator 9: Explain the course and consequences of the Civil War with emphasis on:

- a. Contributions of key individuals, including Abraham Lincoln , Robert E. Lee, and Ulysses S. Grant;
- b. The Emancipation Proclamation;
- c. The Battle of Gettysburg.

Standard: Citizenship Rights and Responsibilities

Benchmark B: Identify historical origins that influenced the rights U.S. citizens have today.

Indicator 3: Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including:

- d. Frederick Douglass and the abolitionist movement

#### Revised Ohio Academic Content Strands (8<sup>th</sup> grade)

Strand: History

Topic: Civil War and Reconstruction

Content Statement: Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.

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### **Historical Background:**

Few authors have written works that have been responsible for expanding humanity's understanding of our basic unalienable rights of life, liberty and the pursuit of happiness. Abraham Lincoln is credited for achieving this great distinction twice; first, with the *Emancipation Proclamation* of 1863 and second with the *Gettysburg Address* of 1863.

Many of us forget, or merely do not realize, that Abraham Lincoln's policy regarding slavery during the Presidential Election of 1860 was not for abolition. Although he had expressed a dislike for the "peculiar institution" of slavery, he is on record denying all accusations that he was an abolitionist. Lincoln even went as far to argue that blacks and whites were not equal politically, socially or physically. (Charleston Debate 1858).

His stance on the expansion of slavery however was clear and consistent. He was against it. Unlike his main opponent, Stephen Douglas, Lincoln did not support proposals which would have allowed slavery to exist in Northern Territories. In fact he felt that the debate on the expansion of slavery not only endangered the Union but threatened its existence. Eventually, Lincoln came to this conclusion regarding the existence of slavery and the Union:

*"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."* (House Divided Speech 1858)

At the outset, President Lincoln prosecuted the war only to preserve the Union; this despite cries from abolitionists who had hoped the war would free the slaves. As commander-in-chief, Lincoln waited until emancipation became "a fit and necessary war measure for suppressing said rebellion" before issuing the decree on January 1, 1863. He also needed a military victory (which he got with the battle of Antietam in Sept. 1862) to give the impression that he could actually enforce emancipation.

Emancipation thus became the backdrop for Lincoln's Gettysburg Address later that year. On November 19, 1863, at the dedication of the Soldiers National Cemetery at Gettysburg, Pennsylvania, Lincoln delivered what would become one of his most famous speeches. His

dedicatory remarks began by going back in time, not to the Battle of Gettysburg, but to what he considered the true birth of the nation, July 4, 1776. Even though the President fought the war to defend the Union and Constitution, the fact that it was a civil war indicated that some Americans had forgotten the true meaning of their constitutional union. For Lincoln, its meaning centered on the birth of an idea, expressed most clearly in the Declaration of Independence, that "all men are created equal." The union of the American states was thus born of a united belief in human equality as the basis of legitimate self-government.

Although Lincoln believed America was "conceived in liberty," this conception did not produce liberty for all; the Civil War was testimony to that. What began as a "self-evident" truth in 1776 had become by 1860 a "proposition" to be demonstrated.

So in the midst of a war that could very well destroy the Union and spell the end of self-government (if secession were to succeed), Lincoln presents "the great task remaining before us": a fight to secure "government of the people, by the people, for the people." The three-day battle at Gettysburg doubled the losses of any of the major conflicts of the war up to that point: Union army casualties totaled 23,000—over a quarter of Gen. George G. Meade's men—while the Confederate dead, wounded, or missing have been estimated at 24,000 to 28,000—about a third of Gen. Robert E. Lee's army. Thus, Lincoln saw the Civil War as a severe test of whether or not self-government "so conceived and so dedicated can long endure."

Adapted from [Abraham Lincoln on the American Union: "A Word Fitly Spoken"](#)  
Lesson 3: The Gettysburg Address (1863)—Defining the American Union

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## Enduring Understandings/ Essential Questions

### Enduring Understanding

Ideas of freedom shift in relation to economic, social and political changes.

### Essential Questions

To what extent can historical documents influence the definition of freedom?

To what extent can individuals change the meaning of freedom?

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## Instructional Strategies

### Lesson Setup:

1. Start the class by showing them the two **wordle clouds** images (found in Appendix I and J). A "word cloud" is a graphic representation of the most frequently used words in a passage, document, or website. Ask students to try and identify each famous American document and use evidence from the "word cloud" to justify their answers.
2. \*More advanced classes could use the following as a starting point:
3. Start the class by asking for evidence to prove the following statement: "Fundamental values shift in relation to economic, social, and political changes." Suggested responses can be: The American Revolution changed the way the world viewed political power (Popular Sovereignty, or consent, is now the standard norm). Also, the value of order as a responsibility of government becomes more autocratic during times of crisis (Civil liberties denied to wartime dissenters).
4. \*Next ask a follow up question like: "To what extent can individuals successfully change the meaning of our fundamental values?" Suggested responses can be; Individuals can drastically change the meaning of fundamental values such as Martin Luther King Jr., who changed our notion of civil disobedience and equality. Or,

Individuals are limited in changing the meaning of fundamental values because there are always forces working against change.

5. If you do not feel your students are capable of generating similar responses make a list of events, people or ideas and have them pick the best that applies to each question and explain why. The purpose is to get them to think about the “Enduring Understandings,” and “Essential Questions” of the lesson.
6. Explain to students that today’s lesson attempts to test the theories of both the “Enduring Understanding” and Essential Question” by applying them to two of Abraham Lincoln’s famous documents.
7. Use the Historical Background narrative to introduce the historical significance of both the *Emancipation Proclamation* and *The Gettysburg Address*. Tell students that the focus of this lesson is to read two primary source documents for comprehension and then complete a comparison activity.

#### Student Task:

8. Give students about 20-25 minutes to read each document. As they read they should complete the guided reading worksheet titled “Understanding Primary Text: What Does it Say.” The worksheets will force students to become familiar with each document and its specific parts.
9. Have students discuss possible answers as a whole class using the attached Teacher Answer Key as a guide. Remember to focus on each document separately, seeking clarification and understanding of the documents and their context.
10. Students will then individually, or in pairs, complete the Comparison Matrix. If it is your first attempt to use a Comparison Matrix it is suggested that you allow students to work in pairs. A Comparison Matrix is a tool to encourage in-depth and effective comparison between two or more items. The key is to provide common characteristics that can be compared against multiple items. In this lesson the characteristics and the items to be compared are already provided for student comparison. However, there are ways to extend this lesson. One way is to allow students to create a new characteristic to analyze in the two Lincoln documents. Another idea is to allow students to add a third document (preferably one that addresses the concept of freedom) to compare with the two Lincoln documents.
11. While students are working on the Comparison Matrix remind them to refer to the actual documents and the “Understanding Primary Text” worksheets to find evidence for comparison.
12. Next, review the Comparison Matrix as a class. Either project the Comparison Matrix on the white board or use a smartboard to record student responses to the Matrix. Highlight common themes, similarities, and differences.
13. Remind students of the enduring understanding and essential questions. Make sure that each student understands how both Lincoln documents can be evaluated using the enduring understanding and essential questions.
14. It is recommended that students wait to complete the “Making Connections” portion of the Matrix until the class has had an opportunity to debrief the Comparison Matrix. This can be completed in class or assigned as homework but should be collected regardless.

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## Resources and Materials

1. Appendix A: *Emancipation Proclamation*
2. Appendix B: *Gettysburg Address*
3. Appendix C: “Understanding Primary Text: What Does it Say” for the *Emancipation Proclamation*.

4. Appendix D: "Understanding Primary Text: What Does it Say" for the *Gettysburg Address*.
5. Appendix E-F: Teacher Answer Keys for Understanding Primary Text for *Emancipation Proclamation* and *Gettysburg Address*.
6. Appendix G: Comparison Matrix.
6. Appendix H: Comparison Matrix Answer Key
7. Appendix I-J: Wordle Clouds

## Resources Cited

Lesson resources (including Appendix A-D) are adapted from the National Endowment for the Humanities educational website center [EDSITEment!](http://edsitement.neh.gov). Specific lessons used were [Abraham Lincoln on the American Union: "A Word Fitly Spoken"](http://edsitement.neh.gov/curriculum-unit/abraham-lincoln-american-union-word-fitly-spoken).

Lesson 3: The Gettysburg Address (1863)—Defining the American Union. EDSITEment!. The National Endowment for the Humanities.  
<http://edsitement.neh.gov/curriculum-unit/abraham-lincoln-american-union-word-fitly-spoken>.  
 (accessed April 12, 2011).

Comparison Matrix adapted from:

Marzano, Robert J. *Classroom instruction that Works*. Alexandria, VA: Association for Supervision and Curriculum Development, 2001.

## Assessment Instrument Assessment

Please see **Instructional Strategies** for use of the Comparison matrix.

Question: To what extent did both the *Emancipation Proclamation* and the *Gettysburg Address* contribute to a "New birth of Freedom?"

Comparison Matrix		
Characteristics	Items to be compared: Expanding Definition of Freedom during the Civil War	
	#1 Emancipation Proclamation	#2 Gettysburg Address
1. Who is the audience each document was written for? (Cite Evidence.)		

2. What are the aims of each document? (Cite Evidence.)		
3. What outside information helps shape our understanding of each document and its aims?		
4. Describe the literary style. (Cite evidence) Why the difference?		
5. What references (directly or indirectly) are made to freedom?		
Making Connections: To what extent did both the Emancipation Proclamation and the Gettysburg address contribute to a "New birth of Freedom?"		

## Assessment Key

Comparison Matrix		
Characteristics	Items to be compared: Expanding Definition of Freedom during the Civil War	
	#1 Emancipation Proclamation	#2 Gettysburg Address
1. Who is the audience each document was written for? (Cite Evidence.)	Southern States in Rebellion, Abolitionist supporters, European Nations	American citizens, both in the North and South
2. What are the aims of each document? (Cite Evidence.)	War Measure, suppress rebellion	Honor the dead, remind Americans what the nation was built for, and inspire a renewed commitment to that goal and to extend liberty to blacks.

3. What outside information helps shape our understanding of each document and its aims?	Battle of Antietam, Early losses in war and setbacks, original republican platform as it relates to slavery, Lincoln's belief about slavery, change of Lincoln's war goals.	Significance of the battle of Gettysburg as a turning point, the death toll of over 51,000 and Lincoln's 272 word speech vs. Edward Everett's keynote address of 15,000 words without notes for over two hours.
4. Describe the literary style. (Cite evidence) Why the difference?	Legal Document	Poetic.
5. What references (directly or indirectly) are made to freedom?	"all persons held as slaves...shall forever be free"	"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." And, "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."
Making Connections: To what extent did both the Emancipation Proclamation and the Gettysburg address contribute to a "New birth of Freedom?"	<p>Possible answers may vary, but could include:</p> <p>Sample answer 1: Both documents are equal in their historical significance but not in their contributions to a "New Birth of Freedom." The Emancipation Proclamation is limited in its redefining of freedom in a practical sense because of its original goals and audience. As an effort to enhance the war effort and suppress the rebellion, the document was nothing more than a lawyers brief with little power to enforce. The Southern States, had they won the war, would have naturally discarded the document and continued the practice of slavery. On the other hand, the Gettysburg Address did contribute to a "New Birth of Freedom." This document was directed towards all Americans, Northern and Southern, as a reminder of our country's original founding principles and promises concerning freedom. It also was an inspirational plea to continue the commitment to those ideas in our nation's darkest hour.</p> <p>Sample answer 2: Yes, both documents made contributions to a new birth of freedom. Despite the claims that the emancipation proclamation was just a legal document with limited powers of enforcement and intended only as a war measure ,it did contribute to the growth of freedom. Abraham Lincoln's courage in publicly acknowledging the real cause of the Civil War (slavery) and his effort to free the slaves in the southern states sent a message to all Americans that the United States would no longer tolerate the "peculiar institution." The Gettysburg Address also contributed to the growth of freedom. Its poetic and inspirational message was a solemn reminder to Americans that we have veered from the original path of freedom and liberty established by our founding fathers. The speech also called on the country to take this opportunity to "honor the dead" by renewing that original commitment and extending liberty to all Americans.</p>	

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## Assessment Rubric

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Appendix A

Abraham Lincoln, "Final Emancipation Proclamation" (January 1, 1863):

[http://www.archives.gov/exhibits/featured\\_documents/emancipation\\_proclamation/transcript.html](http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/transcript.html)

By the President of the United States of America:

A PROCLAMATION.

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

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

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

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



Abraham Lincoln, "The Gettysburg Address" (November 19, 1863):

<http://www.loc.gov/exhibits/gadd/images/Gettysburg-2.jpg>

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 battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we 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.

**Understanding Primary Text: What Does it Say?**

Directions: Read the “Final Emancipation Proclamation” (January 1, 1863) and answer the questions in the space provided.

Questions	Answers
The Constitution required that fugitive (or escaped) persons be returned, a mandate that was enforced with the Fugitive Slave Act of 1850. What effect does Lincoln’s Proclamation have on “persons held as slaves” in rebellious areas of the United States?	
Which slaveholding states did the Proclamation apply to, and which slaveholding states were not included? What did a slaveholding state have to do (by January 1, 1863) to avoid having their slaves freed under the Emancipation Proclamation?	
What reasons does Lincoln give to justify the Emancipation Proclamation? (Recall that at Lincoln’s inauguration he declared no intention “to interfere with the institution of slavery in the States where it exists.”)	
According to the Emancipation Proclamation, what authority did Lincoln have to free certain slaves and for what constitutional purpose?	
Why is the Emancipation Proclamation deemed as a “fit and necessary war measure for suppressing said rebellion?”	
Besides protecting their efforts to “labor faithfully for reasonable wages,” what	

additional opportunity does the Emancipation Proclamation offer the freed slave?

## Appendix D

### Understanding Primary Text: What does it Say?

Directions: Read the “Gettysburg Address” (November 19, 1863) and answer the questions in the space provided.

Questions	Answers
Why does Lincoln begin his eulogy to the soldiers buried at Gettysburg with a reference to “Four score and seven years ago?” (Hint: What significant event happened in America eighty-seven years before 1863?)	
The Declaration of Independence says that “all men are created equal” is a “self-evident” truth, suggesting that human equality is obvious to any unbiased person. Why does Lincoln at Gettysburg call human equality a “proposition,” meaning something that needs to be proven? (Hint: What does the Civil War suggest about American convictions regarding human equality?)	
What does Lincoln mean by calling the Civil War a test of the ability of the nation to “long endure?”	
What does Lincoln say is the best way for the living to honor the dead at Gettysburg? (Hint: How does Lincoln use the idea of dedication to shift his audience from the ceremony at the battlefield cemetery to the audience’s responsibilities once the ceremony is over?)	
What is “the unfinished work? Or “great task remaining before” his audience, the American people?	
What is “the cause” for which the soldiers buried at Gettysburg “gave the last full measure of devotion”?	

What is “the new birth of freedom” Lincoln calls for, and how does it differ from the nation’s original birth? (Hint: Who were the major beneficiaries of the original birth of freedom in 1776, and who does Lincoln think will experience the new birth of freedom if the federal military wins the war?)

## Appendix E

### Understanding Primary Text: What Does it Say?

Directions: Read the “Final Emancipation Proclamation” (January 1, 1863) and answer the questions in the space provided.

Questions	Answers
The Constitution required that fugitive (or escaped) persons be returned, a mandate that was enforced with the Fugitive Slave Act of 1850. What effect does Lincoln’s Proclamation have on “persons held as slaves” in rebellious areas of the United States?	Promises that the United States government and military “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.
Which slaveholding states did the Proclamation apply to, and which slaveholding states were not included? What did a slaveholding state have to do (by January 1, 1863) to avoid having their slaves freed under the Emancipation Proclamation?	The Proclamation applied to the slaveholding states in “rebellion.” If that slaveholding state elects representation to re-join the Union and is no longer in rebellion then the Proclamation will not apply to them.
What reasons does Lincoln give to justify the Emancipation proclamation? (Recall that at Lincoln’s inauguration he declared no intention “to interfere with the institution of slavery in the States where it exists.”)	It is a “fit and necessary war measure for suppressing said rebellion”
According to the Emancipation Proclamation, what authority did Lincoln have to free certain slaves and for what constitutional purpose?	He is President of the United States and by virtue of the power vested in him as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against authority and

	government of the United States
Why is the Emancipation Proclamation deemed as a “fit and necessary war measure for suppressing said rebellion?”	It would encourage southern citizens to urge their state leaders to accept the terms. If those states in rebellion accept the terms it would weaken the Confederates chances of winning the war. As the northern military continues to take southern territory they could incorporate the freed-slave into the military which would increase their forces.
Besides protecting their efforts to “labor faithfully for reasonable wages,” what additional opportunity does the Emancipation Proclamation offer the freed slave?	They “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.”  Join the military.

## Appendix F

### Understanding Primary Text: What does it Say?

Directions: Read the “Gettysburg Address” (November 19, 1863) and answer the questions in the space provided.

Questions	Answers
Why does Lincoln begin his eulogy to the soldiers buried at Gettysburg with a reference to “Four score and seven years ago?” (Hint: What significant event happened in America eighty-seven years before 1863?)	87 yrs before 1863 <i>The Declaration of Independence</i> was drafted establishing the original purpose of forming the Union. Lincoln sees Gettysburg and Civil War as a crossroads between that original purpose and the future of the Union.
The Declaration of Independence says that “all men are created equal” is a “self-evident” truth, suggesting that human equality is obvious to any unbiased person. Why does Lincoln at Gettysburg call human equality a “proposition,” meaning something that needs to be proven? (Hint: What does the Civil War suggest about American convictions regarding human equality?)	Although Lincoln believed America was “conceived in liberty,” this concept did not produce liberty for all; the Civil War was testimony to that. What began as a “self-evident” truth in 1776 had become by 1860 a “proposition” to be <b><u>demonstrated</u></b> .
What does Lincoln mean by calling the Civil War a test of the ability of the nation to “long endure?”	Lincoln saw the Civil War as a severe test of whether or not <u>self-government</u> , like that created by the <i>Declaration of Independence</i> , can survive a challenge to its original purpose.

What does Lincoln say is the best way for the living to honor the dead at Gettysburg? (Hint: How does Lincoln use the idea of dedication to shift his audience from the ceremony at the battlefield cemetery to the audience's responsibilities once the ceremony is over?)	For Americans to continue to support the war effort and to dedicate themselves to the real cause for which the soldiers gave their lives for; To ensure that the Union, as it was originally created, be preserved. The only way to do that is to win the war
What is "the unfinished work? Or "great task remaining before" his audience, the American people?	Ensuring that the concept of liberty and equality are extended to more Americans and that the democratic government of the United States does not "perish from this earth."
What is "the cause" for which the soldiers buried at Gettysburg "gave the last full measure of devotion"?	Preservation of Liberty to all.
What is "the new birth of freedom" Lincoln calls for, and how does it differ from the nation's original birth? (Hint: Who were the major beneficiaries of the original birth of freedom in 1776, and who does Lincoln think will experience the new birth of freedom if the federal military wins the war?)	Expansion of liberties and equalities protected under the constitution to African Americans and others as opposed to the constitution only protecting liberty for white, male, property owners.

## Appendix G

Comparison Matrix		
Characteristics	Items to be compared: Expanding Definition of Freedom during the Civil War	
	#1 Emancipation Proclamation	#2 Gettysburg Address
1. Who is the audience each document was written for? (Cite Evidence.)		
2. What are the aims of each document? (Cite Evidence.)		

3. What outside information helps shape our understanding of each document and its aims?		
4. Describe the literary style. (Cite evidence) Why the difference?		
5. What references (directly or indirectly) are made to freedom?		
<p><u>Making Connections:</u></p> <p>To what extent did both the Emancipation Proclamation and the Gettysburg Address contribute to a "New birth of Freedom?"</p>		

## Appendix H

Comparison Matrix		
Characteristics	Items to be compared: Expanding Definition of Freedom during the Civil War	
	#1 Emancipation Proclamation	#2 Gettysburg Address
1. Who is the audience each document was written for? (Cite Evidence.)	Southern States in Rebellion, Abolitionist supporters, European Nations, also Borders States	American citizens, both in the North and South
2. What are the aims of each document? (Cite Evidence.)	War Measure, suppress rebellion, increase support among Aboilitionists	Honor the dead, remind Americans that the nation was created so all men would be equal, and inspire a renewed commitment to that goal and to extend liberty to blacks.

3. What outside information helps shape our understanding of each document and its aims?	Battle of Antietam, Early losses in war and setbacks, original republican platform as it relates to slavery, Lincoln's belief about slavery, change of Lincoln's war goals.	Significance of the battle of Gettysburg as a turning point, the death toll of over 51,000 and Lincoln's 272 word speech vs. Edward Everett's keynote address of 15,000 words without notes for over two hours.
4. Describe the literary style. (Cite evidence) Why the difference?	Legal Document, official presidential proclamation	Poetic.
5. What references (directly or indirectly) are made to freedom?	"all persons held as slaves...shall forever be free"	"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." And, "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."
Making Connections: To what extent did both the Emancipation Proclamation and the Gettysburg address contribute to a "New birth of Freedom?"	<p>Sample answer 1: Both documents are equal in their historical significance but not in their contributions to a "New Birth of Freedom." The Emancipation Proclamation is limited in its redefining of freedom in a practical sense because of its original goals and audience. As an effort to enhance the war effort and suppress the rebellion, the document was nothing more than a lawyers brief with little power to enforce. The Southern States, had they won the war, would have naturally discarded the document and continued the practice of slavery. On the other hand, the Gettysburg Address did contribute to a "New Birth of Freedom." This document was directed towards all Americans, Northern and Southern, as a reminder of our country's original founding principles and promises concerning freedom. It also was an inspirational plea to continue the commitment to those ideas in our nation's darkest hour.</p> <p>Sample answer 2: Yes, both documents made contributions to a new birth of freedom. Despite the claims that the emancipation proclamation was just a legal document with limited powers of enforcement and intended only as a war measure ,it did contribute to the growth of freedom. Abraham Lincoln's courage in publically acknowledging the real cause of the Civil War (slavery) and his effort to free the slaves in the southern states sent a message to all Americans that the United States would no longer tolerate the "peculiar institution." The Gettysburg Address also contributed to the growth of freedom. Its poetic and inspirational message was a solemn reminder to Americans that we have veered from the original path of freedom and liberty established by our founding fathers. The speech also called on the country to take this opportunity to "honor the dead" by renewing that original commitment and extending liberty to all Americans.</p>	

## Appendix I

Abraham Lincoln, "The Gettysburg Address"





