



Civil War 150

The question is simply this: can a negro whose ancestors were imported into this country and sold as slaves become a member of the political community formed and brought into existence by the Constitution of the United States, and as such become entitled to all the rights, and privileges, and immunities, guarantied by that instrument to the citizen, one of which rights is the privilege of suing in a court of the United

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An Integrated Curriculum For The Washington Post Newspaper In Education Program

A Word About Civil War 150

The Washington Post in its special section, Prelude to War: The Election of Abraham Lincoln, covers aspects of America in the mid-1800s and current attitudes and commemorations of the Civil War. This is the first of periodic *Post* special Civil War 150 issues that will examine the sesquicentennial.

Activities in this guide focus on material in the November 2010 and April 2011 Civil War issues and February 2004 INSIDE guide. They are interdisciplinary and appropriate for many grade levels. The February 2004 guide, part of the illustrated history of D.C. series, gives a real sense of the city before and during the Civil War with special attention to maps, fortifications and the causes of the war. The April 2011 special issue will focus on Fort Sumter and the outbreak of war.

In addition to selected reprints from *The Washington Post*, this guide provides resources, vocabulary, study questions and a wide variety of suggested activities: a Lincoln quiz, personality and technology research projects, and a business-related advertising study. One project combines the research of Civil War personalities, creation of timelines and sending tweets.

A reminder to Post INSIDE program teachers: If you plan to use articles in this guide in the e-Replica format more than three months after their publication date, remember to bookmark them. “Design an Event Ad” in this guide give students practice in using the Search and Thumbnail features of the e-Replica Edition.



Lesson: As the United States commemorates the sesquicentennial of the Civil War, reflection on its causes and consequences, people and events involved, and impact on culture, technology, economy, and legal and social dimensions of the nation takes place.

Level: Low to high

Subjects: History, Government

Related Activity: Journalism, English, Business, Economics and Art

NIE Online Guide

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Art Editor — Carol Porter

Available Online All Washington Post NIE guides may be downloaded at www.washingtonpost.com/nie.

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ABOUT THE COVER: Photo collage by Carol Porter. Sources: Mathew B. Brady Studio photographs, text from Justice Taney majority opinion, *Scott v. Sandford*

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Civil War 150

The Washington Post's ongoing coverage of the 150th anniversary of the Civil War began on Sunday, November 7, 2010, with a special section: "Prelude to War: The Election of Abraham Lincoln." In April 2011, a second special edition reports as shots are fired at Fort Sumter. Activities in this guide are provided for use with the articles reproduced in these guides and online Post coverage (www.washingtonpost.com/civilwar) as well as with future coverage.

Review Sidebars

Teachers are urged to review the resources listed in the sidebars of this guide. They supplement and enrich the material and activities found in this guide.

Use Post Resources

Teachers are encouraged to review the material in the February 24, 2004, online guide, "Civil War and the Capital City." Many of them can be used with your Civil War study. Rather than repeat lesson suggestions, sidebar resources, handouts and activities, we have provided new resources, activities and articles in this guide.

A crossword puzzle, "Civil War Story," appears on pages 18 and 19.

The "Map It" activity on page 9 focuses on the ring of forts that were built to protect Washington, D.C. This activity may be done in conjunction with the April 2011 special issue of *The Post* that focuses on Fort Sumter. "Capital in Crisis" on pages 16 and 17 offers additional map reading opportunities.

Take a Quiz

"How well do you know Abe?" is reproduced to test students' knowledge of the 16th president. John Kelly's quiz may also be taken online (www.washingtonpost.com/wp-dyn/content/graphic/2010/10/28/GR2010102804045.html) with immediate feedback. Answers to the quiz are on page 7 of this guide.

Additional activities and articles relating to President Lincoln are found in *The Post*'s INSIDE January 2009 guide that focuses on Lincoln and his legacy.

Develop Vocabulary

The "Timely Diction" sidebar lists some of the terms used to express divisions of time. Teachers may review these terms, ask students to use the terms in sentences that relate to specific anniversaries, and assign students the terms to add the etymology. What other words share the same root?

Additional vocabulary can be drawn from the *Post* articles that are reprinted.

Get Acquainted

Post writer Michael Ruane compiled short introductions to nine individuals who were known during the Civil War in "Where they were then." This could be used to introduce the idea of certain days or spans in time having more significance then and now as well as individuals who rise to prominence to represent different ideas, issues or causes.

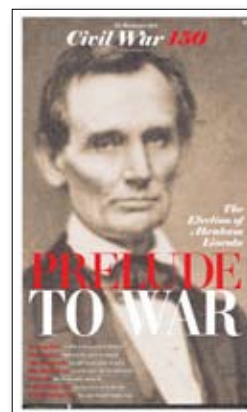
"Who Were They and What Were They Doing?" is a research-based activity. The first questions get students to think about people who they perceive as being more significant in different fields now

Post Resources

www.washingtonpost.com/wp-srv/special/artsandliving/civilwar/

Civil War 150

The *Post*'s ongoing coverage of the 150th anniversary. Essays, graphics, photographs, book reviews and video interviews. "A House Divided" blog focuses on news and issues of importance to Civil War

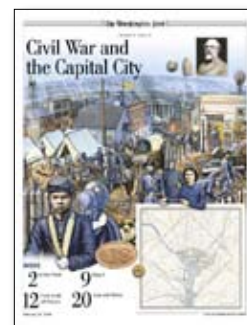


enthusiasts; a panel of respected experts debate and dissect historical issues and explore new concepts. "Timeline: The Road to Civil War" is well illustrated. Tweets appear daily and the calendar of events is updated weekly.

www.washpost.com/nie

Civil War and the Capital City

Under Lesson Plans skim to February 24, 2004, to download this guide. Part of "The Unboring Illustrated True Story of the Washington Area from 1600 to Right Now" series, this guide focuses on the Civil War era. Sidebars provide diverse resources: local places to visit, books to read and online sites. War background is provided by a



Q&A, timeline and reprints of *The Post*'s "Washington at War" pages. Activities include a crossword puzzle, map exercises, "One Day in the Civil War," an introduction to Frederick Douglass

and a November 1863 news story reporting Lincoln's Gettysburg cemetery dedication speech.

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and to interview people to learn what they recall about different turning points in recent history.

Teachers could then assign individuals or pairs of students to research the lives of the people listed. These individuals represent different points of view, professions, and areas of involvement in the Civil War. "Where they were then" could be used as examples of the kind of information to seek or the starting point for research of nine of the people listed.

Meet the Press

Pages 13 and 14 of the February 2004 NIE guide provides an activity using a Nov. 20, 1863, news article. *The Evening Star* reports President Abraham Lincoln's speech for "the dedication of the Cemetery for the brave soldiers who were slain in the battle of Gettysburg." The activity might be used in conjunction with the following activity.

Give students "Newspapers react to Abraham Lincoln's 1860 presidential win" found in this guide. In modern journalism, opinion is expected to appear in editorials, columns and letters to the editor — not in news articles. News pieces that are labeled "analysis" provide reasoned and logical appraisal of actions and situations. Reading the opening paragraphs of the selected news articles from November 1860, it is clear that opinion was stated.

As students read each selection, they may be asked to do a close reading and answer a series of questions. Give students "Press Reaction to Lincoln's Win." The last activity asks students to take their knowledge of geographic differences, the clues they have from the selected newspapers and their understanding of the issues at the time of the

presidential campaign of 1860 to write an editorial.

Talk Technology

The Civil War brought technological advancement and invention in a number of areas. Use "Civil War Technology" for this activity.

Students are asked to reflect on previous military engagements (Revolutionary War, War of 1812 and Mexican War of 1846-48). What weapons were used? How was combat conducted? In what ways was engagement and communication of outcomes influenced by the technology that existed?

If the Civil War was the "first modern war," what distinguished it? Nine categories are listed for research. Students could be grouped, especially in the areas of "naval vessels" and "weaponry," to conduct research. Students who are researching medical issues might find Sickles' leg (http://nmhm.washingtondc.museum/explore/anatifacts/2_sickles.html) an interesting starting point.

A parent or member of your community who has expertise in one of these areas might be an interview source or be a guest speaker.

After students have completed their research, they might be asked to write a paper, create a school display, conduct a symposium or series of panel discussions, or produce a class Web site.

If your school will be involved on different levels of commemoration of the Civil War over the next four years, a separate section on the school's Web site might be used for different projects.

Parents of your students may be members of military service who could discuss the use of technology in today's combat. To what extent

Civil War Resources

www.fordstheatre.org/home

Learning at Ford's Theatre

President Lincoln's presidency and death exploration

www.virginiacivilwar.org/

Virginia Civil War

"Understanding Our Past, Embracing Our Future," Virginia's Civil War site includes "Today in Civil War History," Civil War 150 Legacy Project, and statewide events

www.visitmaryland.org/Pages/CivilWar.aspx

Civil War

History and heritage driving tours and events

<http://memory.loc.gov/ammem/cwphtml/cwphome.html>

Selected Civil War Photographs

Library of Congress online collection and case studies, "Does the Camera Ever Lie?"

www.nps.gov/civilwar/

Forging a More Perfect Union

Official National Park Service Civil War site: special events, exhibitions, resources for teachers and students, lesson plans developed by education specialists at national parks where the Civil War is a primary theme

www.itd.nps.gov/cwss/

Civil War Soldiers & Sailors

Lesson plans and resources

www.civilwar.vt.edu/

Virginia Center for Civil War Studies

Housed at Virginia Tech, collections, programs and projects, teacher institute, and links to Civil War resources; "Virginia in the Civil War" DVD

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are Civil War technologies still used? How have they been improved and what has taken their place?

Speak About Speeches

Included in this guide is Sally Jenkins' article "The Speech that Sold Candidate Lincoln." She takes readers to the Cooper Union in New York in February 1860. Have students note the sources that Jenkins lists at the end of the article. Discuss with students how this is similar to a research-based essay and what it reveals of the reporter's preparation to write this piece.

"Questions for Consideration: The Speech That Sold Candidate Lincoln" is provided as a study guide for use with Jenkins' article.

You may set up this article or Lincoln's later inaugural speech with this question: What does a president attempt to convey in his first speech as president?

View the swearing in of Barack Obama at the 44th president and his speech or read the full transcript (www.washingtonpost.com/wp-srv/politics/inauguration/address/). Compare and contrast this speech to Abraham Lincoln's first Inaugural Address given on March 4, 1861 (www.bartleby.com/124/pres31.html). Both newly elected presidents faced war begun in the previous presidency, economic uncertainty and divisions within the country's citizens. (Teachers may also refer to *The Post's* INSIDE January 2009 guide that focuses on Lincoln and his legacy.)

Design an Event Ad

In this activity, students practice their online search skills using the e-Replica search feature and thumbnails. Students then review and evaluate advertisements for

tourist opportunities and events that are related to the Civil War. Use "Design an Event Ad" handout to guide this project.

After students have completed the worksheet, discuss their answers. Did one ad more than any other receive positive feedback? What qualities did the top responses share? What made the least appealing ad(s) so easy to overlook?

Teachers, note that the final project is not included in this handout. This allows you to assign the end product that best meets your goals.

The final project could be art- and English-related. Students are to design a print advertisement for an upcoming event. Use the Events and Commemorations listing printed in *The Post* section or go online (www.washingtonpost.com/civilwar) to the Going Out Guide: Civil War Events to locate "customers."

Broadcast teachers could vary this assignment by asking students to prepare 30-second PSAs or commercials for one of these Civil War-related events. Web or digital journalism and photography students could be assigned an online advertisement or slideshow to promote one of the events.

Explore a For-Profit History-Related Business

Economics students could be grouped to form companies to take advantage of the 150-year celebrations. For what clientele or interest might they focus their product? What products would be needed? Students should conduct a market analysis and write a business plan.

For example, Civil War reenactments will be conducted in many locations in the next four years. Who is involved in the reenactments?

Issues and Actions

www.nationalgeographic.com/railroad/index.html

The Underground Railroad

Interactive journey allows students to make decisions as they learn about the people and places of the Underground Railroad

www.pbs.org/wgbh/aia/part3/narrative.html

Brotherly Love

Part 3 of the four-part PBS series, *Africans in America*. Includes narrative, maps and Teacher's Guides. Also, use part 4, "Judgement Day."

<http://lcweb2.loc.gov/ammem/alhtml/almintr.html>

Emancipation Proclamation

History, timeline and drafts of the document

www.freedmensbureau.com/

The Freedmen's Bureau Online

Established March 3, 1865, this Bureau supervised all relief and educational activities relating to refugees and freedmen; thousands of reports and records to explore and links

www.nlm.nih.gov/hmd/pdf/civil.pdf

Medicine of the Civil War

Based on an exhibit at the National Library of Medicine

www.archives.gov/research/arc/topics/civil-war/prisoners.html

Civil War Prisoners of War

Records in the National Archives include records of prisoners held in Confederate and Union prisons

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Who attends these reenactments? What products do these two groups need? What is already available? What new product or service might their company provide?

Teachers might invite a re-enactor, perhaps someone from your school community, to your class. Conduct an interview to learn more about the person's involvement, the events in which he or she participates and the products that are needed for a successful day.

Consider Causes

The foundation question for this activity is "What was the cause of the Civil War?" Give students "Emancipating the narrative" to read. The article can be used for discussion and a springboard to study:

- The role of leaders in defining themes and structuring commemorations;
- The influence of personal background, education and culture in forming one's philosophy;
- Theories about the causes of secession and the Civil War;
- Use of primary documents such as secession documents, newspapers of the time period and correspondence of leaders and citizens in different geographic areas;
- The influence of contemporary society on interpreting history.

Meet Mathew Brady

"The photographer who went to war" is reprinted in this guide illustrated with some of Mathew Brady's work. Brady, who was the first photographer to document

battlefield scenes, is considered the father of modern photojournalism.

Photography, journalism and history students can benefit from this introduction to Brady and his work.

Read and Create a Timeline

The first section of The Road to War illustrated Timeline is used on page 20, accompanying the "The speech that sold Candidate Lincoln" article. The entire timeline appears on pages 28 to 33 in this guide.

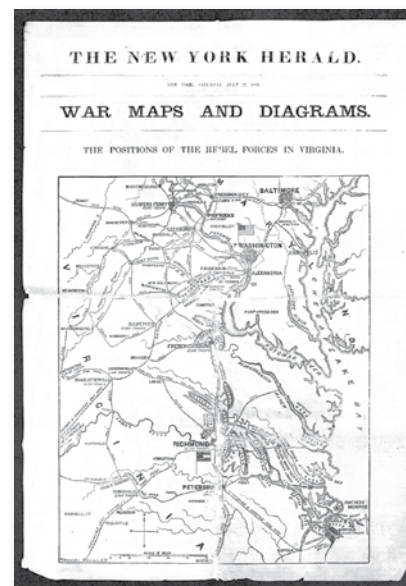
Read the timeline with students. Questions for discussion might include:

- Note that each entry does not have the year indicated. How do student know the year?
- What kind of information is provided in the text of each entry?
- In what ways do the illustrations enhance the information provided in the timeline?
- A timeline cannot provide all events that take place. Do the events and individuals included in this timeline give a balanced picture of the "prelude to war"?
- What additional information would be helpful to better understand what happened in this time period?

Teachers could use the timeline for different purposes. For example, students may create a parallel timeline on an assigned topic. Students might add commentary and questions they have about the events and individuals in each section.

Students could be assigned to create a timeline for the Civil War personality they are researching. See "Who Were They and What They Were Doing" activity.

Civil War Poster for You



Before the Civil War was history, it was front page news. Teachers can get a FREE copy of the Newseum poster, featuring a Virginia battlefield map from an 1861 edition of the *New York Herald*. On the back, you'll find a lesson plan for using the map in your classroom. To receive your poster, e-mail your name, school and mailing address to educationprograms@newseum.org with "Civil War Poster" in the subject line.

The Newseum is a perfect destination for classes studying the Civil War. See artifacts that bring the conflict to life, including The 1860 *Charleston Mercury* extra edition famously revealing "The Union Is Dissolved."

Remember, D.C. metro-area school groups get in for free, thanks to WTOP and *The Washington Post*! The Newseum also offers Civil War-focused professional development workshops for teachers.

For more information on field trips or professional development workshops, visit the Newseum's website or call 202.292.6650.

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Tweet It

Imagine no more what people would have known if Twitter had existed 150 years ago. Follow *The Washington Post's* daily tweets to step back in time today. Tweets are drawn from letters, news articles, and speeches.

There are several entry points to access the daily tweets. On the *Post's* Civil War Web site:

■ <http://www.washingtonpost.com/civilwar>

By selecting "Follow us" on *The Post's* Civil War page, visitors gather background information:

■ http://voices.washingtonpost.com/house-divided/2010/12/tweeting_the_war.html

On Twitter:

■ <http://twitter.com/civilwarwp/tweeting-the-civil-war>

Storify is used to compile the top tweets of the week in chronological order. Links take visitors to supplemental material.

Students are able to access the tweets in the classroom through *The Post* Web site where teachers may guide discussion or individually on their cell phones.

After your students have begun following the *Post* tweets, they should have an understanding that accuracy and context are essential. These are the words used, on the day that events took place.

If teachers are looking for an educational use of Twitter, read on. See "Who Were They and What They Were Doing" activity to assign individuals to research. Have students tweet from the perspective of the people they have researched and documents they have accessed. For the individuals that are appearing regularly in *The Post* tweets, teachers might add news sources to be read in online archives.

As students do the research, they are to create a timeline for each individual. For the "Tweet It" application, they need to record, the situation, date and exact words. Teachers will need to create a class schedule for tweets: the days on which students have a message or information to tweet about or by their assigned personality. Be sure that students have accurate dates for which to tweet.

Use the blog in which a panel of Civil War experts will answer a question every week.

Timely Diction

Annual	One year
Bicentennial	200 years
Biennial	Two years
Centennial	100 years
Decennial	10 years
Dodranscentennial	75 years
Nonacentennial	900 years
Octocentennial	800 years
Quadricentennial	400 years
Quinquennial	Five years
Septcentennial	700 years
Sesquicentennial	150 years
Sestercentennial	250 years
Sexcentennial	600 years
Triennial	Three years

Study Etymology

Knowing the etymology of the parts of a word can help students to determine a word's meaning. Begin with the root of "annual" and the meaning of "cent." The words "triennial" and "centennial" should now be easier to define.

Discuss the following etymologies with students:

de, from + **quadrans**, *quarter* =

de-quadrans, "whole unit less a quarter"

sesqui-, *one and a half* + **centennial**, *100 years*

sesterius = **semis**, *halfway* + **tertius**, *third*

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ANSWERS. "How well do you know Abe?"

- | | |
|----------------------------------|-----------------------------------|
| 1. b, Kentucky; | 12. a, Because a little girl |
| 2. c, Republican; | wrote him saying his face |
| 3. d, The Wind From the West; | looked too thin without it |
| 4. a, John Wilkes Booth | 13. a, Slaves in rebel-held |
| 5. b, Mary Todd Lincoln | territory |
| 6. d, A national cemetery | 14. b, His second inaugural |
| 7. d, <i>Our American Cousin</i> | address |
| 8. b, "Thus always to tyrants" | 15. b, U.S. Senate from Illinois; |
| 9. a, Hannibal Hamlin | Douglas won |
| 10. b, Fort Stevens in | 16. d, McClellan was his |
| Washington | opponent in 1864 |
| 11. c, A device to raise boats | |
| off sandbars | |

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Study the Thirteenth Amendment

Both the February 24, 2004, guide and this guide provide activities to study the constitutional amendment process through examination of the Thirteenth Amendment.

“Law and Order — Getting Out of Slavery: From Dred Scott to the Thirteenth Amendment” on page 20 in the 2004 INSIDE guide gives background on the Supreme Court decision, citizens’ response and actions that lead to the Thirteenth Amendment.

Introduce students to the *Dred Scott v. Sanford*, 60 U.S. 393 (1856) decision of the Supreme Court (<http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=US&vol=60&invol=393>).

- What was the situation and political climate that lead to this case reaching the Supreme Court?
- What was the basic question to be answered by the Court’s decision?
- Summarize the Court’s majority opinion.

Provide students with a copy of the Corwin Amendment. Read and discuss the amendment. Questions might include:

- Briefly discuss the Crittenden plan and the Washington Peace Convention.
- What is the purpose of the Corwin Amendment?
[The Corwin Amendment to the Constitution would have guaranteed the right of slavery in perpetuity and foreclosed the possibility of any other amendments abolishing it.]
- Identify key words and phrases. Why are these significant or revealing of the attitude of the amendment’s writers?
- If this amendment to the U.S. Constitution had passed, what

would be its impact on American society?

The Corwin Amendment, which has been described as one of the great evil acts of the nation, was reported to the full House on January 21, 1861. The general assemblies of two states — Ohio and Maryland — ratified the amendment. *Post* writer Philip Kennicott in a review of the National Archives’ “Discovering the Civil War” Part Two exhibit, describes the amendment as “a last act of Southern congressional bullying that would have dragged the entire United States into slow ruin. Although it was never ratified, it has the signature of Lincoln’s predecessor, President James Buchanan, the ‘B’ in his name curiously misshapen like the man’s politics.”

The actual 13th Amendment was passed by Congress on January 31, 1865, and ratified on December 6, 1865. Provide students with some background on the writers of this amendment.

- What is the purpose of this amendment? [The 13th Amendment forever banned slavery in the United States.]
- Identify key words and phrases. Why are these significant or revealing of the attitude of the amendment’s writers?
[The actual 13th Amendment, handwritten, is striking because it uses the word “slavery,” as opposed to the Orwellian language found in the Corwin Amendment (echoing the original Constitution): “persons held to labor or service.”]
- With the passage of this amendment to the U.S. Constitution, what was its immediate impact on American society?
- What is the legacy of the 13th Amendment for today’s society? ■

Two Amendments

<http://13thamendment.harpweek.com/HubPages/CommentaryPage.asp?Commentary=02CorwinAmend>
Corwin Amendment

www.lib.niu.edu/2006/ih060934.html
Abraham Lincoln and the Corwin Amendment

www.ourdocuments.gov/doc.php?flash=old&doc=40
13th Amendment to the U.S. Constitution: Abolition of Slavery (1865)

<http://www.historicaldocuments.com/13thAmendment.htm>
13th Amendment Overview

<http://supreme.lp.findlaw.com/constitution/amendment13/01.html>
13th Amendment Background

Corwin Amendment

No amendment shall be made to the Constitution which will authorize or give to Congress the power to abolish or interfere, within any State, with the domestic institutions thereof, including that of persons held to labor or service by the laws of said State.

Amendment XIII**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.

How well do you know Abe?

Aside from George Washington, no president's name or image is as pervasive as Abraham Lincoln's. His face is on the penny and the \$5 bill. His name graces countless schools across the country. And the Lincoln Memorial is a Washington landmark. Test your knowledge of the 16th president of the United States.

1. In which state was Lincoln born?
 - a. Illinois
 - b. Kentucky
 - c. Indiana
 - d. Kansas Territory
2. From which party was Lincoln elected president?
 - a. Whig
 - b. Democratic
 - c. Republican
 - d. Know Nothing
3. Which one of these was not a Lincoln nickname?
 - a. Honest Abe
 - b. The Railsplitter
 - c. The Great Emancipator
 - d. The Wind From the West
4. Who assassinated Lincoln?
 - a. John Wilkes Booth
 - b. Frederick Law Olmsted
 - c. Lee Harvey Oswald
 - d. Charles Julius Guiteau
5. What was the name of Lincoln's wife?
 - a. Sarah Jane Lincoln
 - b. Mary Todd Lincoln
 - c. Dolley Sue Lincoln
 - d. Hillary Rodham Lincoln
6. Lincoln delivered the Gettysburg Address at the dedication of something. What was it?
 - a. A post office
 - b. A Union submarine
 - c. A hospital for free blacks
 - d. A national cemetery
7. What play were the Lincolns attending at Ford's Theatre the night of the assassination?
 - a. *Julius Caesar*
 - b. *Capt. Jack's Medicine Show of 1865*
 - c. *Esmerelda, or The Turk on His Island*
 - d. *Our American Cousin*
8. After shooting Abraham Lincoln, his assassin shouted "sic semper tyrannis." What does that mean?
 - a. "The sickness is expunged"
 - b. "Thus always to tyrants"
 - c. "Dinosaurs must be killed"
 - d. "The South will rise again"
9. Which of these men was Lincoln's vice president?
 - a. Hannibal Hamlin
 - b. James Buchanan
 - c. Andrew Johnson
 - d. Brutus Armstrong
10. During the Civil War, Lincoln came under enemy fire. Where?
 - a. Antietam, Maryland
 - b. Fort Stevens, Washington, D.C.
 - c. Gettysburg, Pennsylvania
 - d. Bull Run, Virginia
11. Lincoln is the only president to hold a U.S. patent. What did he invent?
 - a. A hat with built-in ventilation
 - b. A method of separating peanuts from their shells
 - c. A device to raise boats off of sandbars
 - d. A quieter tractor clutch
12. Why did Lincoln grow a beard?
 - a. Because a little girl wrote him saying his face looked too thin without it
 - b. Because of his religion
 - c. To hide smallpox scars
 - d. To more closely resemble Paul Bunyon
13. The Emancipation Proclamation freed only certain slaves. Which ones?
 - a. Slaves in rebel-held territory
 - b. Slaves born in the United States
 - c. Slaves who took up arms against the Confederacy
 - d. Slaves who swore allegiance to Lincoln
14. These words are chiseled on the wall of the Lincoln Memorial: "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"
In which speech did Lincoln say this?
 - a. Cooper Union Address
 - b. His second inaugural address
 - c. The first Lincoln-Douglas debate
 - d. Gettysburg Address
15. Some of the most famous campaign speeches ever given were during the Lincoln-Douglas debates. What office were the candidates contesting and who won?
 - a. Mayor of Springfield, Illinois; Lincoln
 - b. U.S. Senate from Illinois; Douglas
 - c. Kentucky state legislature; Douglas
 - d. Presidency; Lincoln
16. Which ones of these men was not an opponent of Lincoln's in the presidential election of 1860?
 - a. John Breckinridge
 - b. Stephen Douglas
 - c. John Bell
 - d. George B. McClellan

Who Were They and What Were They Doing?

Each generation has its significant moment to remember and individuals who stand out. When asked, people are likely to immediately recall where they were and what they were doing at those times — if not what they were thinking. They can also recall the people who were involved.

1. December 7, 1941, “a date which will live in infamy,” has special significance to the World War II generation while December 8, 1980, has associations to Beatles fans. Ask people of different ages to recall their memories of significant days. Possible questions include: What were you doing when President John F. Kennedy was assassinated? Where were you on 9-11, 2001? What do you remember about Inaugural Day 2001 or Inaugural Day 2009?
2. Who are the people to remember this year in your personal life? In politics? In the arts? In athletics? In the military?
3. What is the most significant event of the last five years to you?
4. As the 150th anniversary of the American Civil War is observed, get to know the people who were involved in different aspects of American life and the war. Do some research. Learn enough about one of the following individuals to be able to answer the questions:
 - “Who are you?”
 - “Where were you in 1860?”
 - “What were you doing during the Civil War?”
 - “What are your views on secession, causes of the war and the impact of the war?”

Louisa May Alcott
Army Maj. Robert Anderson
Susan B. Anthony
Clara Barton
Gen. Pierre G.T. Beauregard
John Bell
John Wilkes Booth
Belle Boyd
Mathew Brady
John Breckinridge
James Buchanan
Jefferson Davis

Stephen Douglas
Frederick Douglass
Elmer Ephraim Ellsworth
Antonia Ford
Thomas Garrett
Alexander Gardner
Ulysses S. Grant
Jed Hotchkiss
Julia Ward Howe
Thomas “Stonewall” Jackson
Elizabeth Keckly
Robert E. Lee

Abraham Lincoln
Herman Melville
John Singleton Mosby
Rose O’Neal
South Carolinian Francis Pickens
William Tecumseh Sherman
William Still
Harriett Beecher Stowe
Harriet Tubman
Walt Whitman

Civil War Technology

Some historians call the American Civil War the first modern war because of the range of technology that was utilized. Some were improvements on existing technology and others were new inventions.

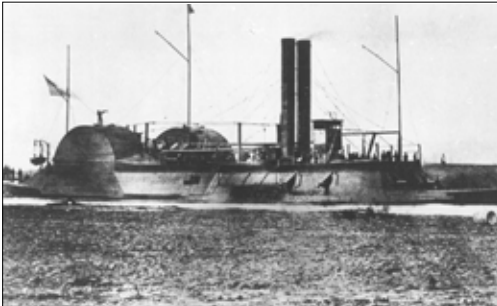
Reflect on what you know about the conduct of confrontation in the Revolutionary War, the War of 1812 and the Mexican War of 1846-48. How was information about encounters and outcomes conveyed?

Research one of the following categories to determine what existed before 1860 and what was developed during the Civil War.



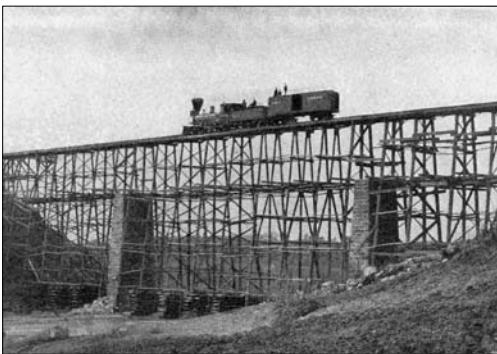
MATHEW E. BRADY

Ambulance train near Harewood Hospital, D.C.



HAMILTON COUNTY LIBRARY

Ironclad USS Eastport ran aground in La.



FRANCES TREVILAN MILLER COLLECTION

Trestle bridge across Potomac Creek.



LIBRARY OF CONGRESS

Unknown location. 12-pdr. Napoleon canon.

1. Aerial reconnaissance
2. Cartography
3. Medicine
4. Naval vessels
 - Ships
 - Submarines
5. Photography
6. Preservation of foods
7. Railroads
8. Telegraph communication
9. Weaponry
 - Artillery and guns
 - Canons
 - Topedoes

Be able to answer the following questions as they apply to your research area.

- Why is each considered an advancement in technology?
- What is its influence on the direction of conflicts?
- How did its advancement or creation impact humans?

Questions for Consideration***“The Speech that Sold Candidate Lincoln”***

1. Why had Lincoln been invited to New York City to speak at the Cooper Union?
2. What did Lincoln need to accomplish at this event?
3. Explain the legislation that influenced the founding of the Republican Party in 1854.
4. In what ways would the abolition of slavery impact the economy of the southern states?
5. How can today's readers be sure of what Lincoln said at the Cooper Union event?
6. Summarize events that took place at the Democratic party nominating convention a month after the Cooper Union speech.
7. The frontrunner going into the Republican party nominating convention in Chicago was William Seward. What stands did he take?
8. As Lincoln challenged Seward for the party nomination, what were his stands?
9. Lincoln did not give campaign speeches. Douglas gave “two to three speeches a day” in the later part of the campaign. What did Douglas hope to gain through his appearances in the South?
10. In Illinois, Lincoln learned the election results by telegraph. Was his a major victory? Explain your answer.

**Inside e-Replica**

Design an Event Ad | *Use the Thumbnails*

As significant milestones are reached, organizations, businesses and civics groups plan events to celebrate. Nationally important anniversaries are often commemorated by events planned by government departments and the National Park Service. Some of these are commercial endeavors while others are free to the public.

Do a search of The Washington Post's e-Replica issues to locate the special sections that focus on the sesquicentennial of the Civil War. The first of these, "Prelude to War," was published November 7, 2010.

1. After locating the Civil War section, use the thumbnail bar to scroll through the pages of the section. Identify all pages with advertisements. List the ads by page number. Indicate the product or event and word or phrases that grab your attention. The kind of information that is provided would include highlights of activities, location and contact information. Your chart would look like this:

Page	Event/Product	Art/Photograph	Key Words	Kind of Information
------	---------------	----------------	-----------	---------------------

2. Are all the advertisements in this section, related to the Civil War anniversary? Why do you think that is?

3. Take a closer look at the visual elements. When you select your response to the following, provide a short statement that tells why you selected each ad.

Best use of a photograph

Best use of artwork

Best headline (give the headline)

Best use of typography

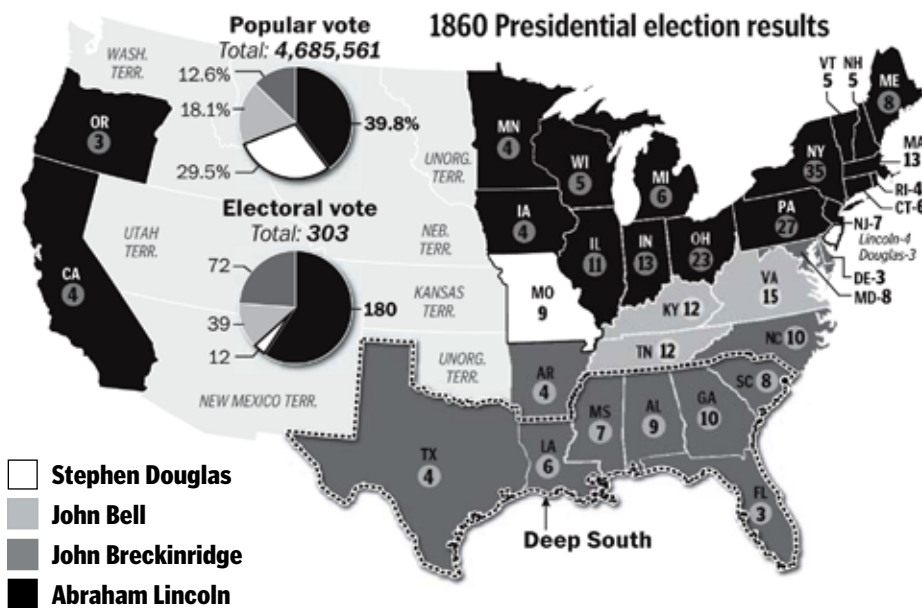
Least likely to draw reader to the advertisement

The place or event I would most want to visit based on the advertisement is ...

Press Reaction to Lincoln's Win

Read “Newspapers react to Abraham Lincoln’s 1860 presidential win,” excerpts from the beginnings or ledes of six news articles. These were printed in a three-day span, November 7-9, 1860.

1. As you read each excerpt, summarize the main idea.
2. In each excerpt, underline words and phrases that indicate the opinion of the writer.
3. In what way is the geographic location of the newspaper reflected in the point of view expressed?



4. Compare and contrast the views of the future provided in the New Orleans and New York newspapers.
5. The Mississippi newspaper refers to Lincoln and Hamlin as “avowed abolitionists,” “both bigoted, unscrupulous and cold-blooded enemies of the peace and equality of the slave-holding states” Are there any specific actions or words of Lincoln or Hamlin to support or refute this point of view?
6. Who do you think is the “one of the pair strongly marked with the blood of his negro ancestry”? *The Semi-Weekly Mississippian* uses what kind of fallacy of logic?
7. Select one of the states or territories that existed in Fall 1860. Pretend you are an editorial writer for a newspaper in that jurisdiction. Write an editorial expressing how you think the election results will influence your readers.

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Newspapers react to Abraham Lincoln's 1860 presidential win

● The Kansas Chief

(White Cloud, Kan.)
Thursday, Nov. 8, 1860

WHOOPEE

President,
ABRAHAM LINCOLN
Vice President,
HANNIBAL HAMLIN
THE MILLENNIUM COME!

We have the glorious tidings to proclaim, that Lincoln and Hamlin are our next President and Vice President, by overwhelming majorities. They have carried every Free State this side of the Rocky Mountains, except, perhaps, New Jersey, where the vote is close. Douglas will probably carry "nary one!"

● Richmond Dispatch

Thursday, Nov. 8, 1860

The Presidential Election.

The returns received and published yesterday left little or no doubt of the election of Abraham Lincoln to the Presidency. Today we publish enough to make it certain. The event is the most deplorable one that has happened in the history of the country. The Union may be preserved in spite of it. We think it will; but we are prepared to expect trouble. We have already one sign from South Carolina, and this may be followed by others of more serious character.

● The Daily Spy, Worcester, Mass.

Friday, Nov. 9, 1860

THE DISUNION OUTCRY

The election of Abraham Lincoln to the Presidency is the first triumph of a great political revolution. It does not mean evil to any section of the country. It is not only regular and lawful, but is necessary to restore the old spirit and policy of the country, and give peace to the land. It comes hard for



Front pages from *The Daily Spy*, above left, and *The Courier*, right, reflect different points of view on the election of Abraham Lincoln as the 16th president.

those Southern extremists to be driven from power without any hope of returning to it; but they will submit to necessity and become less dangerous, for the sentiment of the Southern people will constrain them to good behavior. Mr. Lincoln will be inaugurated peacefully, and we believe confidently that his administration will reproduce the era of good feeling.

● The Courier

(A New Orleans paper published in English and French editions)
Friday, Nov. 9, 1860

THE CRISIS

The election of Abraham Lincoln to the chief magistracy of the country by the hordes of fanatics and negrophilists who have been flocking to his standards since the opening of the Presidential canvass has awakened throughout the South a spirit of stubborn resistance which it will be found impossible to quell. ...

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The crisis now impending upon the whole country is a necessary consequence of the abnormal condition into which our dearest and most sacred institutions have been plunged by the success of our avowedly unrelenting enemies. ...

The unmistakable fact stares us in the face that we are now in a state of danger unparalleled in the annals of our history. ... Of one thing, however, the whole South may rest assured — that the sons of Louisiana will not remain indifferent spectators of the drama about to be enacted, and if the sword is to be drawn, they will be ... found in the vanguard of the Southern phalanx. ...

● **Morning Courier and New York Enquirer**

Wednesday, Nov. 7, 1860

The returns before us indicate the election of ABRAHAM LINCOLN President of the United States. The result anticipated has become a gratifying reality. ... It is enough that the great fact stands out clearly ... that LINCOLN is elected president, and that the principle of intimidation, so persistently and wickedly brought to bear on this election by Southern extremists and their allies the Northern Democratic panic makers, has signally failed. ...

All honor to freemen of this Republic; congratulations warm and hearty be theirs, for the great principle of the defence of freedom within the free territories of the United States, to establish which the Republican Party entered upon this canvass, has its complete vindication in signal victory. ...

Stretching out our hands to the South over this victory, we have no word of taunt to utter for the threats of disunion which were raised for our defeat. Let those threats be buried in oblivion; for through the long vista of this success we see a reign of peace from Slavery agitation, established simply by that circumscribing of Slavery within its local bounds, and that firm defence of the integrity of National Freedom, which this triumph of the Republican party on the 6th of November, 1860, seals now and henceforth.

● **The Semi-Weekly Mississippian
Jackson, Miss.**

Friday, Nov. 9, 1860

THE DEED'S DONE — DISUNION THE REMEDY

The outrages which abolition fanaticism has continued year by year to heap upon the South, have at length culminated in the election of Abraham Lincoln and Hannibal Hamlin, avowed abolitionists, to the presidency and vice presidency — both bigoted, unscrupulous and cold-blooded enemies of the peace and equality of the slaveholding states, and one of the pair strongly marked with the blood of his negro ancestry. ... In view of the formal declaration, through the ballot box, of a purpose by the northern states to wield the vast machinery of the federal Government as now constituted, for destroying the liberties of the slaveholding states, it becomes their duty to dissolve their connection with it and establish a separate and independent government of their own.

— *Compiled by Michael E. Ruane*

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Where they were then

1. Ulysses S. Grant

The military architect of the Union's triumph

In 1860, he was a 38-year-old West Point graduate and veteran of the Mexican War, but he had resigned from the Army six years before, lonely, depressed and alcoholic. A failed farmer who had once built a house called Hardscrabble, he had lately sold firewood on the streets of St. Louis and worked as a rent collector. He was now clerking in his father's leather goods store in Galena, Ill., where he did not own a horse.

captured John Brown at Harpers Ferry. But in 1860 he was stationed in far-off Texas, where he chased bandits and Indians and missed his large family back home at Arlington House, across the Potomac from Washington. He was 53, believed that his career had stalled and saw himself as a failure.

4. Walt Whitman

The poet of the Civil War

The former printer and newspaper editor was 41 and an established writer and commentator living in Brooklyn. In 1860 the third edition of his book *Leaves of Grass* was published, expanded from 12 poems to more than 150. Drawn by the great cataclysm of his generation, he would soon move to Washington, minister to the wounded and steep himself in the war's grandeur and suffering.

5. Frederick Douglass

The renowned abolitionist and former Maryland slave

Age 42 in 1860, he was back home in Rochester, N.Y., after fleeing to Canada and England in the wake of John Brown's doomed raid on Harpers Ferry. Brown had been Douglass's friend and confidant and had

2. Thomas J. "Stonewall" Jackson

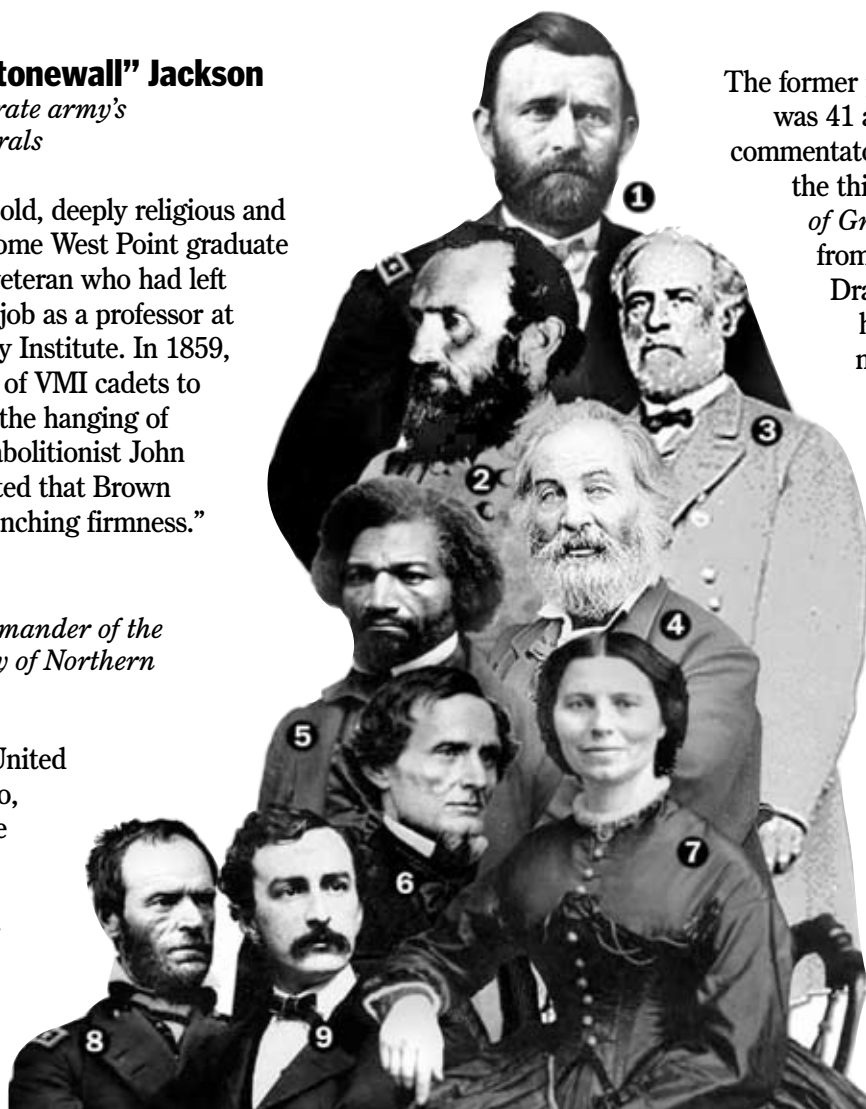
One of the Confederate army's most brilliant generals

He was a 36-year-old, deeply religious and somewhat quarrelsome West Point graduate and Mexican War veteran who had left the Army to take a job as a professor at the Virginia Military Institute. In 1859, he led a contingent of VMI cadets to provide security at the hanging of the Harpers Ferry abolitionist John Brown. Jackson noted that Brown behaved with "unflinching firmness."

3. Robert E. Lee

The legendary commander of the Confederacy's Army of Northern Virginia

A colonel in the United States Army, he, too, was a veteran of the Mexican War, in which he had been wounded. A former superintendent at West Point, he had led the government forces that



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written his revolutionary “constitution” in Douglass’s home. Lincoln’s election, Douglass later wrote, was “a glorious assertion of freedom and independence on the part of North.”

6. Jefferson Davis

Soon to be the Confederacy’s first and only president

In 1860 he was a former secretary of war and a former regent of the Smithsonian Institution, and was serving as a U.S. senator from Mississippi. A graduate of West Point and a combat-wounded veteran of the Mexican War, at 52, he believed in states’ rights but thought secession would be reckless.

7. Clara Barton

Pioneering battlefield nurse and later head of the Union’s “missing in action” bureau

She had suffered a breakdown after the loss of her job in the U.S. Patent Office. The election of Lincoln, a fellow Republican, promised a return to Washington and gainful employment for the 38-year-old Barton. On the eve of the Battle of Fredericksburg, she would write: “Oh northern mothers, wives and sisters, all unconscious of the hour, would to Heaven that I could bear for you the concentrated woe which is so soon to follow.”

8. William T. Sherman

The hard-driving, red-haired Union general who would conquer Atlanta and help bring the Confederacy to its knees

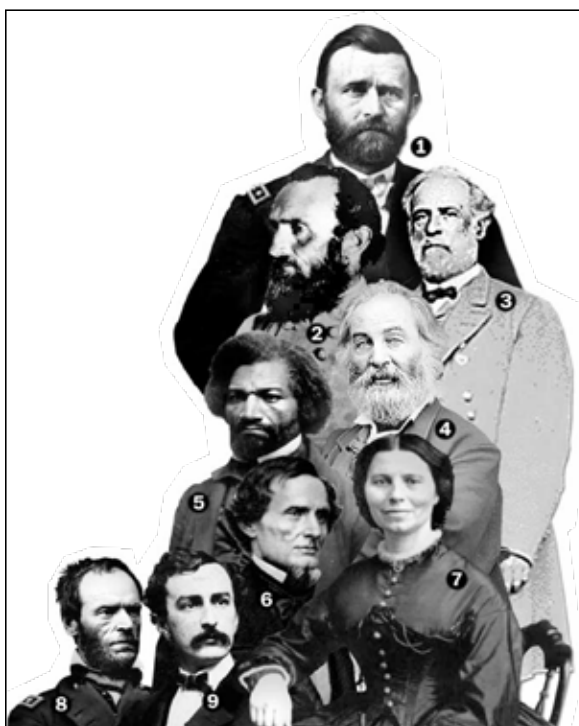
He was 40, asthmatic, a West Point graduate and a former Army officer. Ten years before, he had been married in Washington in a ceremony attended by President Zachary Taylor and Sens. Henry Clay and Daniel Webster. Unsuccessful in banking and business, he had just gone to Louisiana to run a new military academy. His view of the crisis was simple: Secession was treason.

9. John Wilkes Booth

President Abraham Lincoln’s assassin

Booth, 22, was a new acting sensation and a Southern patriot. A member of an acclaimed family of actors, he was on tour in Alabama on Election Day; for the first time, he had leading roles and was packing theaters. He was also recovering from an accidental gunshot wound a few weeks earlier that might have killed him — and changed history.

— Michael E. Ruane



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The Speech that Sold Candidate Lincoln

By Sally Jenkins

• Originally Published November 7, 2010

The candidate stood uneasily on the rostrum, his black suit still creased from the valise he had carried on the three-day train trip from Springfield, Ill. As Abraham Lincoln began the speech intended to launch his presidential campaign, his voice was strained and piercing, his accent backwoods. “Mister Cheerman,” he said, in a scratchy high timbre. It sounded like a chair leg being dragged across the floor.

Many of the 1,500 members of Northern elite who packed the Cooper Union in New York on Feb. 27, 1860, were shocked by the “involuntary comical awkwardness” of the speaker, as the *New York Herald* put it. Was this the political phenomenon they had heard so much about? He was a shambling figure of 6-foot-4 with a concave chest and thin neck. His sleeves were too short, one leg of his trousers rode up, and the left side of his collar had a tendency to flap. His black hair was disheveled, his gray eyes melancholy.

Lincoln was visibly nervous under the gas chandeliers. This was his crucial test as a presidential aspirant. In the glittering audience was every important Republican “wire puller” and political operative in the Northeast, including William Cullen Bryant, editor of the *New York Evening Post*, and Horace Greeley, editor of the *New York Tribune* and a founder of the young party, which was barely five years old. The Republican nominating convention would be held in Chicago in just 10 weeks, and Lincoln’s ability to challenge the polished front-runner, William H. Seward, depended on the impression he made.

First, Lincoln had to convince his listeners that he was “a finished statesman” like the New Yorker Seward, despite what publisher George H. Putnam called Lincoln’s “weird, rough and uncultivated” appearance. That proved the easiest challenge. As Lincoln warmed to his subject, it was apparent he was no

rube. He might be informal, and say “reckon,” but any man who mistook him for simple “would very soon wake up with his back in a ditch,” said Lincoln’s friend Leonard Swett. Lincoln had given his powerful Illinois rival Stephen A. Douglas the political fight of his life in the 1858 Senate election. Douglas won, but their debates over slavery had vaulted Lincoln to national prominence and brought about his invitation to New York. Whoever won the Republican nomination would have to

face Douglas, known as the Little Giant because he combined diminutive stature with great political clout and oratorical ability. Douglas was the author of the nation’s most controversial compromises on slavery and the presumptive Democratic presidential candidate.

Slavery was the “living issue of the day,” as Lincoln put it, and the political landscape was splintering because of it. Every current event seemed to further fracture political parties and push men to one side or another; the Supreme Court’s *Dred Scott* decision appalled slavery’s opponents, while John Brown’s 1859 raid on Harpers Ferry, Va., incensed its supporters and frightened its apologists.

The new Republican Party had been founded on antislavery principles in 1854 as a direct response to the Kansas-Nebraska Act. Devised by Douglas that same year, the act allowed settlers in the new territories to vote whether to permit slavery within their borders. Now some Republicans wondered if the party should de-emphasize its antislavery values in an effort to attract voters. Not Lincoln. Though he was a comparative moderate who would not abolish slavery where it already existed, Lincoln believed the Republicans must have a man “who does not hesitate to declare slavery a wrong; nor to deal with it as such; who believes in the power and duty of Congress to prevent the spread of it.”

The stakes were high. Slaves constituted a larger piece



BY MATHEW BRADY COURTESY OF NATIONAL PORTRAIT GALLERY

As an up-and-coming candidate, Lincoln cut a slightly unpolished figure before influential Republican Party members in New York; ten weeks later at the nominating convention in Chicago, there was little doubt about his formidability.

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of the American economy in terms of capital than even the railroads or manufacturing. The richest town per capita in the nation was Natchez, Miss. There were 4 million American slaves, the vast majority of them in the South, and a single field hand was worth anywhere from \$1,100 to \$1,500 — roughly \$75,000 to \$135,000 in today's money. Small wonder Southern barons were so vociferous in defense of the "peculiar institution."

Northerners, on the other hand, were proud to be free laborers, and mass producers. The two cultures were so different that the *Charleston Mercury* said in 1858 that "the North and South ... are not only two peoples, but they are rival, hostile Peoples."

For Lincoln, the issue was not cultural or economic but constitutional. He ticked off facts to his Cooper Union audience: 23 of the 39 men who signed the Constitution registered votes reflecting their belief that slavery should be federally regulated, and eventually extinct. George Washington himself said, "There is no man living who wishes more sincerely than I do to see a plan adopted for the abolition of it." In seeking to contain the spread of slavery, Lincoln implied, he was simply following the path laid down by the Founders.

His voice mellowed and his eyes brightened. When he made an important point, he jabbed a long finger in the air, as if to "dot his ideas on the minds of his hearers." He mocked Douglas and rebuked those Southerners who would "rule or ruin" through their threats to secede. In a soaring conclusion, Lincoln contended that if slavery was wrong, no expediency could justify its spread. "Let us have faith that right makes

might, and in that faith, let us, to the end, dare to do our duty as we understand it!"

Applause broke over him. New York's largest papers all carried the full text of his words — Lincoln made sure they had copies. In just 90 minutes, he had made himself a formidable candidate.

Splintered politics

A month later, the Democratic convention was held in Charleston, S.C. It proved to be an unfortunate site for Douglas, who was struggling to hold together a badly riven party. The Little Giant was doomed by the location. The Deep South saw his compromises as too weak in protecting of slavery. Alabama delegates called him "a dodger, double tongued," and derided him as a "bob-tailed pony from Illinois." Delegates from seven Southern states walked out when they lost a bid to have the party platform include federal protection of slavery.

With the party impossibly split, Northern Democrats reconvened in Baltimore in June and nominated Douglas. The Southern bolters convened a "rump" convention in Richmond. They adopted a "Southern rights" platform and nominated John Breckinridge of Kentucky, the handsome young sitting vice president. Breckinridge, a reluctant candidate pushed forward by the fire-eaters, understood he was strictly a sectional choice. "I trust I have the courage to lead a forlorn hope," he wrote.

In contrast, the Republicans presented a united front when they convened in Chicago on May 16. On the floor of the Wigwam, an immense convention center built for the

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The Road to War

Abraham Lincoln's election spurred the slave-holding states of the Deep South to begin an effort to peacefully secede from the United States and form a confederacy of like-minded states. However, to secure their independence, they wanted to gain control of the federal forts within their borders, an issue that would strike the spark of war.

This timeline is the first in a series that will commemorate the anniversary of the Civil War over the next four years.

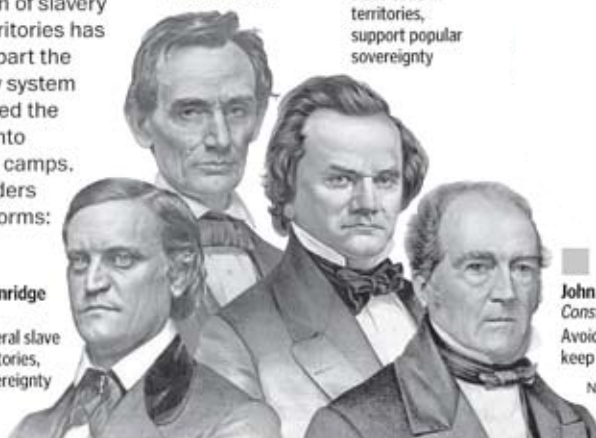
Four-way race Fall 1860

A decade of furious wrangling over the expansion of slavery in the territories has broken apart the two-party system and divided the country into sectional camps. Their leaders and platforms:

John Breckinridge
Democrat
Support federal slave code in territories, popular sovereignty

Abraham Lincoln
Republican
Prohibit slavery in territories, contain slavery to where it exists

Stephen Douglas
Democrat
Oppose federal slave code in territories, support popular sovereignty



John Bell
Constitutional Union
Avoid the slavery issue and keep the country united

NOTE: A federal slave code would protect the interests of slave holders in the territories. "Popular sovereignty" allowed states to choose to enter the union as free or slave.

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occasion, thousands of black stovepipe hats waved, making “a black, mighty swarm – flying with the velocity of hornets over a mass of human heads,” wrote a correspondent. Although the silken-mannered Seward remained the favorite to win the nomination, he was not invincible. He had denounced the South as backward, claimed there was a “higher law” than the Constitution that justified slavery’s removal, and warned of an “irrepressible conflict.” He thus came off as both radical and negative.

Lincoln’s handlers, led by Illinois Judge David Davis, steadily undermined Seward. They conducted a brilliant propaganda campaign, the emblem of which was the split rail paraded by supporters, which Lincoln purportedly had hewn himself. Lincoln didn’t have Seward’s reputation as an extremist, or other flaws either. He seemed to personify the new Republican platform, which emphasized self-making and upward mobility. It called for protective tariffs, the opening of federal land for homesteads, and federal sponsorship of a transcontinental railroad. The platform opposed the extension of slavery but left existing slave owners alone, and condemned Brown’s Harpers Ferry raid. For Republicans, Lincoln emerged as the voice of the middle.

Lincoln’s operatives labored all night persuading delegates and striking deals. “Make no contracts that will bind me,” Lincoln had instructed. Davis ignored the directive. “Lincoln ain’t here,” he said.

Seward gained a plurality on the first ballot but lacked the 233 votes needed to be nominated. On the second ballot, Lincoln gained New Hampshire, then all of Vermont. There was a sudden stricken quiet in the Seward camp. Then several Pennsylvania delegates went for Lincoln. On the third ballot, the wave crested. A delegate from Ohio rose and cleared his throat, and for a moment the Wigwam lapsed into near

silence. “I rise, Mr. Chairman, to announce the change of four votes of Ohio from Mr. [Salmon] Chase to Mr. Lincoln.” As Lincoln went over the top, bedlam broke out.

The general election would be anticlimactic. Joining the fragmented field was another third-party candidate, the impeccably conservative John Bell of Tennessee. Electoral math all but predetermined the outcome: Lincoln would win. His victory seemed so safe, in fact, that he did not deliver a single speech; his Cooper Union address remained his most significant words of the campaign.

By October, even the indefatigable Douglas conceded defeat. “Lincoln is the next President,” he said. “We must try to save the Union. I will go South.” The Little Giant spent the last months of 1860 traveling across the South, giving two or three speeches a day against the breakup of the government. He was slurred, pelted with eggs and threatened with death.

On Election Day, Lincoln sank into an armchair in the Springfield State House to await the results. About 9 p.m., he walked to the telegraph office as the decisive returns spat out rapidly. Lincoln carried just 39.8 percent of the popular vote and did not gain a single elector in the South. But he carried 18 of 33 states, all of the free states except New Jersey, for an overwhelming margin in the electoral college, with 180 of 303 possible votes, to just 72 for Breckinridge. Douglas carried only Missouri.

Fifty-four days later, on Dec. 20, 1860, South Carolina seceded. ■

The information and quotations in this article were taken from: “Battle Cry of Freedom,” by James McPherson; “Lincoln at Cooper Union: The Speech That Made Abraham Lincoln President,” by Harold Holzer; “The Emergence of Lincoln: Prologue to Civil War, 1859-1861,” by Allan C. Nevins; “The Civil War Archive, The History of the Civil War in Documents,” edited by Henry Steele Commager; “Three Against Lincoln: Murat Halstead Reports the Caucuses of 1860,” edited by William B. Hesseltine; and “Herndon’s Lincoln: The True Story of a Great Life,” by William H. Herndon and Jesse William Weik.

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The photographer who went to war

Mathew Brady was famous for his portraiture. Then the fighting started.

By Jacqueline Trescott

• Originally Published November 7, 2010

In 1860, Mathew Brady was one of the world's best-known photographers.

His book, *The Gallery of Illustrious Americans*, published 10 years earlier, had made him famous. Those who had sat in his studio and faced the large box on the wooden tripod included Daniel Webster, Edgar Allan Poe and Henry Clay.

So when Republican operatives wanted the perfect picture of presidential

candidate Abraham Lincoln, they took him to Brady's studio on Broadway in New York City. Brady looked at the tall, gangly man with the rugged, clean-shaven face. He pulled up his shirt collar so his neck wouldn't look so long. He brushed down his hair and placed his hand on a book. Later, as Brady developed the photo, he retouched it so Lincoln's facial lines wouldn't be so harsh.

Brady produced a remarkable image. At that time most Americans hadn't seen Lincoln, and his opponents had

caricatured him as a wild frontiersman. Yet here he was — extremely tall, standing erect, an imposing gentleman in a long frock coat. The Brady photo was used for engravings and reprinted in the major weeklies of the day, *Harper's Weekly* and *Frank Leslie's Illustrated Newspaper*. It also appeared on a campaign button.

The same day he sat for Brady — Feb. 27, 1860 — Lincoln gave one of his most important speeches, the Cooper Union

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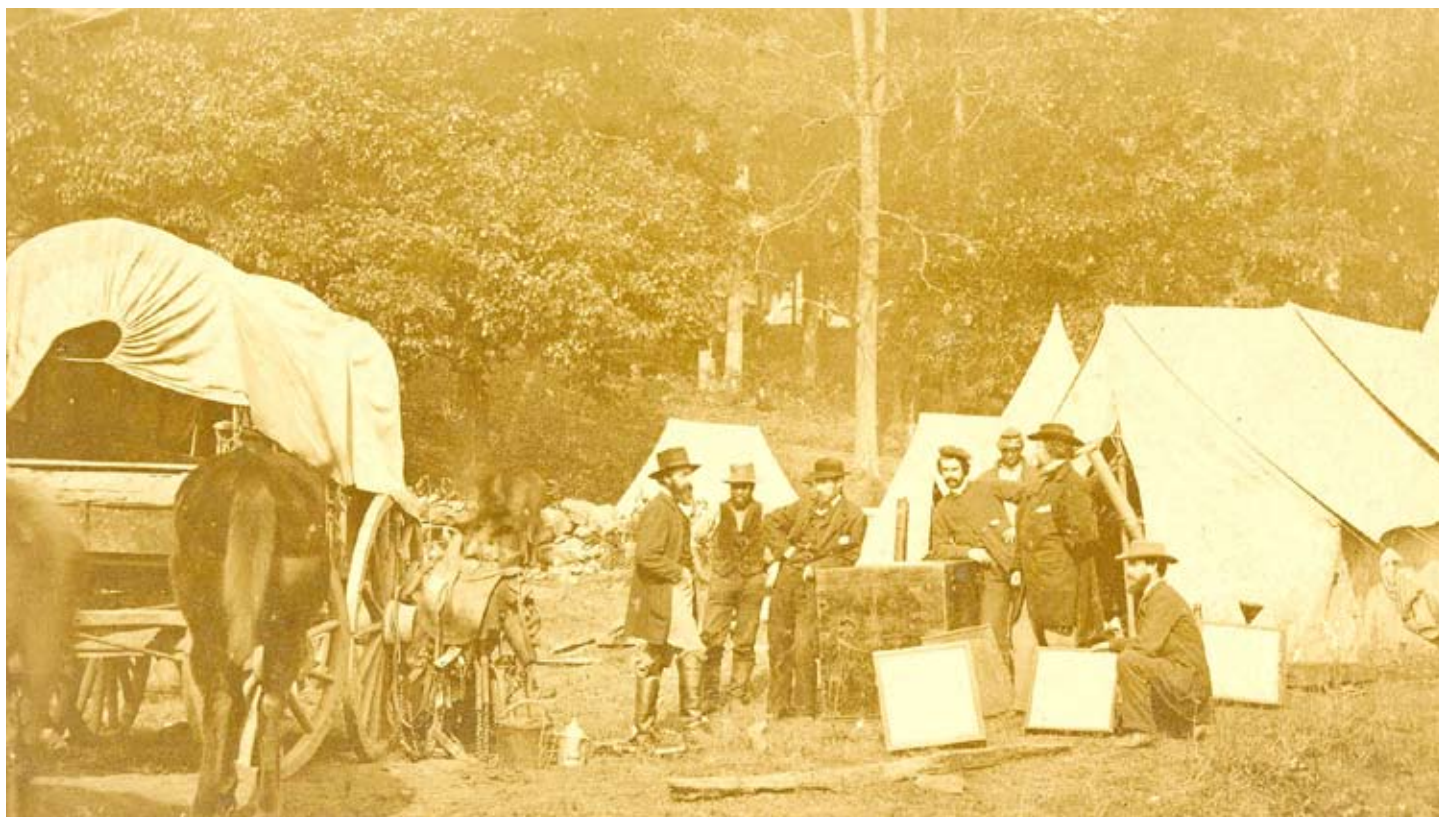


PHOTO COURTESY OF MATHEW B. BRADY STUDIO

Photographer Mathew Brady with members of his studio team Silas Holdmes, H. Hodges, E. T. Whitney and David Woodbury at a military camp in Berlin, Md. Brady was the first photographer to go to a battlefield and document what he found there. As a result, he is widely considered the father of modern photojournalism. He described his decision to step out of the studio into the war as preordained: "My wife and most conservative friends had looked unfavorably upon this departure from commercial business to pictorial war correspondence, and I can only describe the destiny that overruled me by saying that, like Euphorion, I felt I had to go."

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address. He spoke 7,000 words to an audience of influential businessmen, ministers, scholars and journalists. The speech was front-page news the next day. In an interview years later, very aware of his role in history, the photographer repeated what Lincoln reportedly said about the confluence: “Brady and the Cooper Institute made me president.”

Brady was born in Warren County, N.Y., in 1823. As a young man in New York City, he studied photography with Samuel Morse. (In addition to inventing the electric telegraph and Morse code, Morse is credited with bringing the daguerreotype process from France to the United States.) When Brady was introduced to daguerreotypes in the 1840s, photography was still a new art form and — at a time when most newspapers still relied on sketches — an extremely uncertain business venture. Nonetheless, Brady opened his first photography studio in 1844; by the following year he had won a national competition for the best colored and best plain daguerreotypes.

He operated his studio like a painter’s workshop, assigning colleagues and apprentices to various tasks. Studio personnel operated the cameras after Brady set up the shot, a practice he may have adopted because of the poor eyesight that had plagued him since childhood. The photographer and his assistants posed their subjects. They became skilled at injecting personality into the images, much like formal portrait painters.

Brady’s artistry was leavened with promotional acumen. As was the custom of the times, the studio’s photographs were reprinted on tiny cards called “cartes de visite,” making his work greatly accessible.

“Brady developed a reputation because of his quality and his marketing skills,” said Ann M. Shumard, curator of photographs at the National Portrait Gallery. “He was a good promoter and supplied images that could be reproduced. He adapted to the times.”

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PHOTOS COURTESY OF MATHEW B. BRADY STUDIO

Sojourner Truth, left, was among the many famous names who sat for portraits by Brady, seen in his own portrait, above right. After the Civil War — and his shift to battlefield photography — the demand for Brady’s work waned.

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Edward McCarter, supervisory archivist for still pictures at the National Archives, concurred.

“Brady was the best-known entrepreneur of the day,” McCarter said. “You might get an argument on whether he was the best photographer.”

In 1858, Brady set up a second studio on Pennsylvania Avenue in Washington, across the street from the present location of the National Archives. (He did his printing on the roof.) He came to the city seeking greater proximity to the power brokers of the day, and his subjects included John Quincy Adams, Dolley Madison, Washington Irving, James Fenimore Cooper, Jenny Lind, Sojourner Truth, Thomas J. “Stonewall” Jackson, William Cullen Bryant, Jefferson Davis, Ulysses S. Grant and Robert E. Lee. He even photographed the actor Edwin Booth and his brother John Wilkes Booth. His interest in documenting the era’s notables foreshadowed the art of celebrity portraiture.

“From the first I regarded myself as under obligation to my country to preserve the faces of the historic men and mothers,” Brady said in a 1891 article in the *New York World*. (Historians think the interview, one of the few given by Brady, is greatly embellished. It also includes a rare physical description of the aging photographer: “Mr. Brady is a person of trim, wiry, square-shouldered figure, with the light of an Irish shower-sun in his smile.”)

When the Civil War began in 1861, Brady decided to step outside the formal setting of his studio. Because he was the first photographer to actually go to a battlefield and document what he found there, he is widely considered the father of modern photojournalism. He later attributed his decision to destiny. After he returned from the first Battle of Bull Run, Brady recalled, “My wife and my most conservative friends had looked unfavorably upon this departure from commercial business to pictorial war correspondence, and I can only describe the destiny that overruled me by saying that, like Euphorion, I felt that I had to go.”

Brady seemed intent on establishing his legacy from the outset, in some cases even inserting himself into the studio’s wartime photographs.

“He’s in one taken at Gettysburg,” said Carol Johnson, a photography curator for the Library of Congress’s Civil War collections. Johnson said her staff still occasionally finds the photographer in the images, particularly as they are digitized.

Brady realized early on that the pictures were not mere memorabilia but were footnotes to history. In 1862, he displayed gruesome battlefield scenes taken by his studio colleagues Alexander Gardner and James Gibson in his New York gallery. The images of decaying corpses after the Battle of Antietam appalled viewers and galvanized the anti-war movement.

After the war, the demand for Brady’s work waned. Photography was changing rapidly, incorporating new equipment and techniques, and the public no longer wanted the Civil War images for which Brady was best known. A skilled promoter but an inept businessman, Brady had invested much of his capital in the studio’s war coverage. Ultimately it proved his financial ruin.

In late 1864, Brady began selling off his assets, including a half share in his Washington gallery. He sued his business partner when it fell into bankruptcy in 1868, then bought it back at public auction. But his affairs continued to spiral downward. The courts declared him bankrupt in 1873, and by 1875 his New York studios were closed. Brady petitioned Congress to buy his collection, which it did, for \$25,000, in 1875. Despite his political associations, he failed to get a hall of prominent Americans — with his work as a critical source — started. His last known Washington address was 484 Maryland Ave. SW.

Brady died an indigent in New York on Jan. 15, 1896. His funeral was paid for by friends and a veterans association. He is buried in Congressional Cemetery in Washington.

Today, Washington is the epicenter of Brady scholarship. The National Archives and Records Administration, the Library of Congress and the National Portrait Gallery — where two walls of his work are on permanent display — house thousands of photographs and glass plates that have survived for more than 150 years. Taken together, they provide a haunting glimpse of the city and its nearby battlefields during the Civil War and an illuminating history of early photography.

That fateful sitting with Lincoln remains a pivotal departure point for the study of Brady and the Civil War. Even then, copies of the photo were scarce and quickly became collector’s items.

In a letter written on April 7, 1860, to a person requesting the Brady photo, Lincoln wrote: “I have not a single one now at my control; but I think you can easily get one at New York. While I was there I was taken to one of the places where they get up such things, and I suppose they got my shadow. ...Yours truly, A. Lincoln.” ■

An Integrated Curriculum For The Washington Post Newspaper In Education Program

In Richmond, a Civil War expert seeks to emancipate history's narrative

By Fredrick Kunkle

• *Originally Published November 7, 2010*

When the young Edward Ayers left his Tennessee home for Yale to study history, his mama asked him why. "You already know what happened," she said.

But history, Ayers already knew, is best understood through the lens of time. History is always changing.

Now that he's president of the University of Richmond, he's become an agent of that change. As a leader of Richmond's sesquicentennial commemoration of the Civil War, he hopes to reshape America's understanding of the bloodiest conflict in its history.

Ayers wants Americans to see beyond the battlefield maneuvers and battle flags, the pat narratives of brothers reluctantly taking up arms against brothers and the kitsch of Stonewall Jackson bobbleheads, and reimagine the conflict from the perspective of its most important consequence: the emancipation of 4 million slaves.

"I am trying to get us to rethink what the war is about, and what we've been doing in Richmond is instead of talking of one sesquicentennial, one anniversary, it's really two: One's the Civil War, and the other's Emancipation," Ayers says, with the faintest drawl. "The main thing that happened, the consequence of the war, was freedom for 4 million people who had been held in bondage for over two centuries in this country."

His broader approach has earned him praise in Richmond, the former capital of the Confederate States of America, but also denunciations from some whose ancestors fought on its behalf. To those who accuse him of politically correct revisionism, Ayers points out that

Americans have always interpreted the Civil War to reflect their times.

In the late 19th century, W.E.B. Dubois argued that the war, and its enormous death toll, had been a necessary sacrifice to end slavery. That view changed after World War I's horrors encouraged revisionists who questioned whether the Civil War had been unavoidable or worth the price. The literary critic Edmund Wilson went so far as to compare Lincoln to Lenin in using violence to reshape the world according to his politics.

Then came World War II, which seemed to teach again that some causes are worth dying for. By the time of the Civil War centennial in 1960, the war's legacy had been reshaped by the struggle for civil rights, with Southerners emphasizing the centrality of states' rights and Northerners the need for federal intervention to right an enduring wrong.

Even this year, when Virginia Gov. Robert F. McDonnell (R) issued a

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Edward Ayers, a Civil War historian and president of the University of Richmond, is helping to organize anniversary commemorations of the Civil War in the onetime capital of the Confederacy.

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proclamation honoring Confederate History Month that omitted any reference to slavery, the widespread outrage demonstrated once again that the past is not yet past. After apologizing, McDonnell pledged that from now on the state would commemorate the Civil War in all its complexity, not just the Confederacy.

That is almost exactly the approach Ayers has championed for Richmond. As a member of the leadership team of “The Future of Richmond’s Past,” he has helped bring together blacks and whites, historians and lay people, to plan events for the next five years. Among the first was last April’s “Civil War and Emancipation Day” which drew 4,000 people to explore the history of slavery and the Civil War, from the grounds of the city’s former slave market to various museums in the city.

But Ayers, who often talks of going against the grain, of resisting the smugness that comes of judging dead people, can also frustrate those who insist that the Civil War was fought over slavery alone. He sees slavery as the primary cause, but he also wants to move beyond the notion that the explanation for the most important conflict in American history, one that claimed 620,000 lives and rededicated the republic to its founding principles, could fit on a bumper sticker.

“People will spend more time and energy explaining a car wreck than they will that: ‘It was just states’ rights.’ Or, ‘It was just slavery.’ Any answer we give ‘just’ to explain the actions of 40 million people is wrong,” he says. “We have to have the courage to say: No, it’s complex, and it’s changing.”

A history guy

Ayers, 57, brings to the task a Southerner’s perspective and impressive Civil War credentials. He



FRITZ HOFFMAN—NATIONAL GEOGRAPHIC IMAGE COLLECTION

Display at the Museum of the Confederacy in Richmond, Va., the former Confederate capital.



has examined the conflict in several books and a groundbreaking online project called “The Valley of the Shadow: Two Communities in the American Civil War.”

Born and raised in the South’s mountain culture, he was the son of textile workers who settled in Kingsport, Tenn. Like the rest of the South, his town was deeply racist and segregated by law.

Rock and roll music, and magazines such as *Rolling Stone*, opened a window on the ferment of the broader culture. He toyed with the idea of becoming a journalist like Tom Wolfe, but instead, after a degree in American studies at the University of Tennessee, headed to postgraduate studies at Yale.

Ayers, who began teaching at the University of Virginia in 1980, has written or edited 10 books, including *The Promise of the New South: Life After Reconstruction*, which was a finalist for the National Book Award and the Pulitzer Prize. But he’s hardly the supercilious scholar of stereotype. Chatty, affable and self-deprecating, with a head full of gray curls, for the last couple of years he’s been one of the American History Guys on public radio’s “BackStory,” a sort of “Car Talk” for history buffs.

“He’s an amazing guy, the amount of energy he has to do what he does,” said James M. McPherson, the Pulitzer Prize-winning author of *Battle Cry of Freedom: The Civil War Era*. “And he’s always chipper and cheerful. I’d be exhausted.”

One thing Ayers never tires of discussing is slavery and its role in U.S. history. “I say that slavery is more central to the nation than we recognize, not less,” he says. “But the thing is that, very often, people will say, ‘Okay, that answers it. It was disputes over slavery.’ But how did disputes over slavery turn into a war that ended slavery? Nobody thought that was

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possible at the start. Slavery is at the core of everything, from start to finish, but I think, ironically, just the assertion of it prevents us from understanding all its dimensions.”

Ayers delights in challenging every simple theory of the war. To those who blame slavery alone, he responds that only 2 percent of Northern whites were abolitionists. Had the war ended at First Manassas, slavery would likely have remained intact, because ending it was not yet the Union’s goal. As to the theory of modernism — that an industrial economy built on wage labor was destined to collide with an agrarian feudalist economy based on slave labor — he points out that the South had railroads, telegraphs and cotton, which was like the petroleum of the 19th century. If the South had achieved independence, it would have joined the ranks of the top four economies in the world. To those who argue states’ rights, Ayers acknowledges that even Thomas Jefferson believed states might have the right to leave the union. But what’s the one right that most divided North and South? The right to own slaves. Just look at the secession proclamations. In recent years, Ayers has been respectfully critical of the reigning view of the war, as presented by Ken Burns’s PBS documentary series *The Civil War*, McPherson and others. He expresses discomfort with an Olympian good-vs.-evil narrative of the war that can sometimes seem self-congratulatory and triumphant.

“It may be . . . that we like the current story too much to challenge it very deeply and that we foreclose questions by repeating familiar formulas,” Ayers wrote in an essay. “The risk of our apparent consensus is that we paper



JAY PAUL FOR THE WASHINGTON POST

A fish sculpture with paintings related to the Confederacy adorn the entrance to the Museum of the Confederacy. This is one of many places that will commemorate Civil War events.

over the complicated moral issues raised by a war that left hundreds of thousands of people dead. The risk is that we no longer worry about the Civil War.”

Instead, he prefers to explain the war’s cause by “deep contingency,” or the notion that every element of social life is contingent, unpredictable, and intertwined with others in ways that can work together mysteriously, even improbably, to cause surprising and earthshaking events. “The shortest way to understand it,” he says, “is that it’s a perfect storm.”

It is a compelling answer in the post-modern era of nonhierarchical thinking, chaos theory, Wikipedia, the Internet and collective intelligence — or collective folly. His answer, critics say, is an evasion itself.

“I was never able to grasp what he was driving at there,” McPherson says. What else is history but the imposition of pattern, order — in short, a story — on a universe of seemingly random and interconnected events? McPherson asks.

Ayers has heard this criticism. But if no one has ever been able to bind the nation’s wounds from the Civil War, Ayers says, it’s perhaps because the Civil War presents a paradox: Although the conflict did not begin as a war to end slavery, that is what it became. And that itself was a new beginning.

“The Civil War is at the heart of what this nation is about,” he says. “Freedom, and respect, and possibility for all Americans.” ■

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CIVIL WAR 150

The Road to War

Abraham Lincoln's election spurred the slave-holding states of the Deep South to begin an effort to peacefully secede from the United States and form a confederacy of like-minded states.

However, to secure their independence, they wanted to gain control of the federal forts within their borders, an issue that would strike the spark of war.

This timeline is the first in a series that will commemorate the anniversary of the Civil War over the next four years.

Four-way race

Fall 1860

A decade of furious wrangling over the expansion of slavery in the territories has broken apart the two-party system and divided the country into sectional camps. Their leaders and platforms:

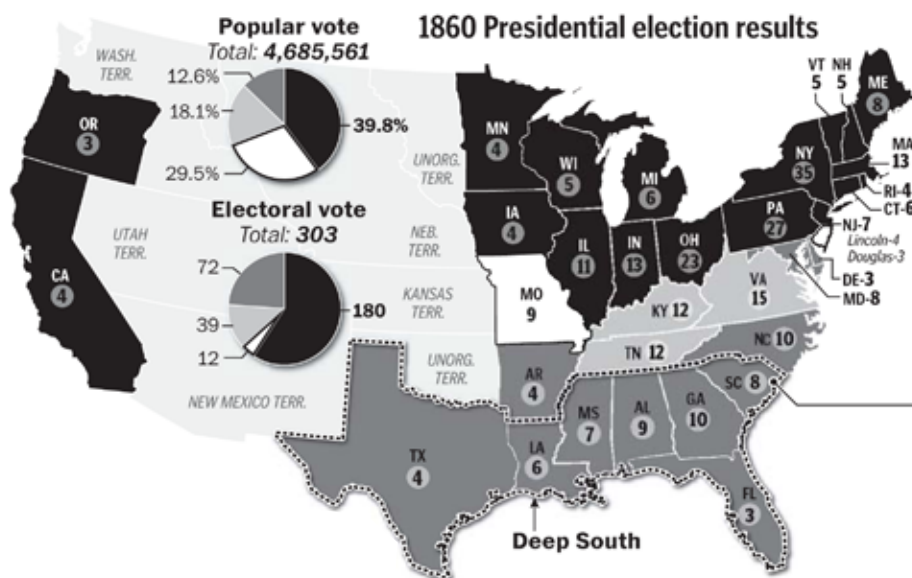
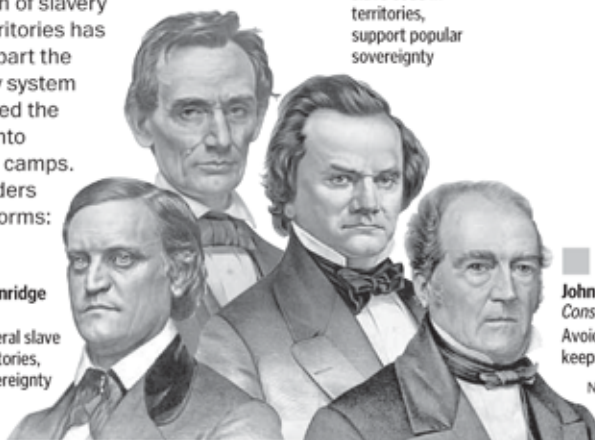
John Breckinridge
Democrat
Support federal slave code in territories, popular sovereignty

Abraham Lincoln
Republican
Prohibit slavery in territories, contain slavery to where it exists

Stephen Douglas
Democrat
Oppose federal slave code in territories, support popular sovereignty

John Bell
Constitutional Union
Avoid the slavery issue and keep the country united

NOTE: A federal slave code would protect the interests of slave holders in the territories. "Popular sovereignty" allowed states to choose to enter the union as free or slave.



Lincoln wins the election

Nov. 6

Most of the votes in the central and southern part of the country are divided between the Constitutional Union Party and the two Democratic candidates. Lincoln, with solid northern support, receives 39.9 percent of the popular vote and enough electoral votes to secure the presidency. His inauguration will be March 4.

Ready to go

Early November

Slave states in the Deep South begin the process of leaving the Union. South Carolina leads the way, calling a Secession Convention to meet in one month to vote on the issue.

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PRELUDE: THE ELECTION OF ABRAHAM LINCOLN

**Unprepared**

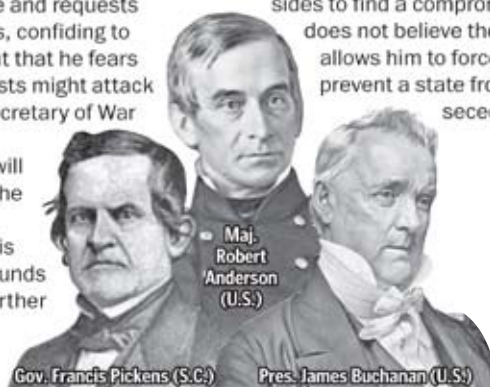
Nov. 21–Dec. 12

Upon Anderson's arrival, he finds the forts in a deplorable state and his garrison far too small to man all three. Anderson keeps his garrison in Fort Moultrie and requests reinforcements, confiding to the government that he fears the secessionists might attack at any time. Secretary of War John Floyd, a Virginian who will soon serve in the Confederate army, denies his request on grounds that it might further irritate South Carolinians.

Grasping for a solution

Dec. 3

President James Buchanan uses his State of the Union address to reprimand abolitionists and reiterate his position that secession is unconstitutional. He pleads with both sides to find a compromise, as he does not believe the constitution allows him to forcefully prevent a state from seceding.

**An alleged pledge**

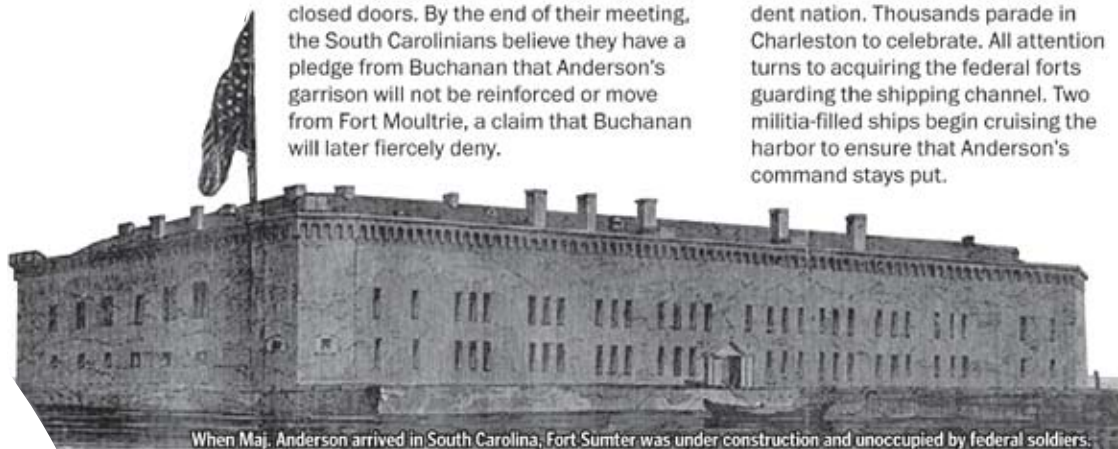
Dec. 8–10

Members of Congress from South Carolina meet with Buchanan behind closed doors. By the end of their meeting, the South Carolinians believe they have a pledge from Buchanan that Anderson's garrison will not be reinforced or move from Fort Moultrie, a claim that Buchanan will later fiercely deny.

South Carolina secedes

Dec. 20–21

The Secession Convention officially declares South Carolina an independent nation. Thousands parade in Charleston to celebrate. All attention turns to acquiring the federal forts guarding the shipping channel. Two militia-filled ships begin cruising the harbor to ensure that Anderson's command stays put.



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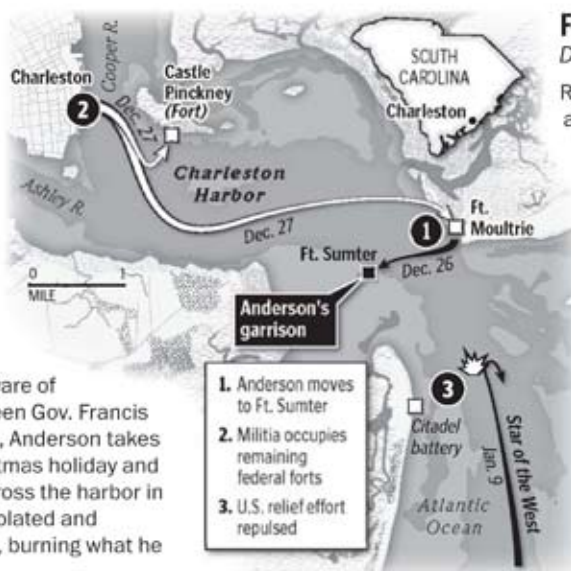


CIVIL WAR 150

Anderson moves

Dec. 26

With South Carolina out of the Union and mysterious ships cruising past every night, Anderson anticipates an attack. A month of preparations has convinced him that Fort Moultrie is indefensible and that he must move to avoid bloodshed. Unaware of communications between Gov. Francis Pickens and Buchanan, Anderson takes advantage of the Christmas holiday and sneaks his garrison across the harbor in the dark to the more isolated and defensible Fort Sumter, burning what he is unable to transport.

**Federal forts seized**

Dec. 27

Residents of Charleston awaken to a plume of smoke rising at the harbor entrance from the abandoned Fort Moultrie. A furious Pickens, believing he has been betrayed by Buchanan, orders Anderson back to Fort Moultrie. Anderson replies, "Make my compliments to the Governor and say to him that I decline to accede to his request; I cannot and will not go back."

That evening, the South Carolina militia seizes the remaining federal forts in the harbor and starts preparations to besiege Fort Sumter.

Crisis in the Cabinet

Dec. 27-31

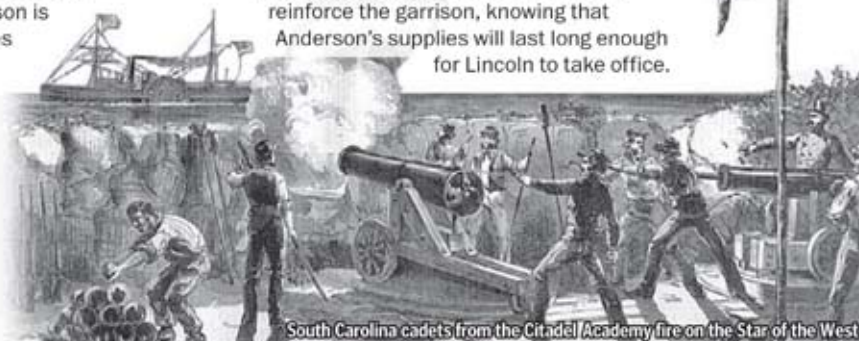
When word reaches Buchanan of Anderson's move, his Cabinet, already in turmoil, splits along sectional lines while considering Pickens's demand. During the heated debate, northern Cabinet members threaten to resign if Anderson is sent back. Buchanan leaves Anderson in place and forces Floyd to resign. The other Cabinet members from the South will soon follow suit. Orders are issued for a ship from New York, filled with supplies and men to sail to Charleston to relieve Anderson.

Reinforcements rebuffed

Jan. 9, 1861

Buchanan's relief force, consisting of an unarmed ship, *Star of the West*, with 200 troops, turns around at the entrance of Charleston Harbor after a barrage of artillery fire from newly erected batteries besieging Fort Sumter. Unwilling to risk war by sending armed ships to force their way through,

Buchanan abandons further efforts to reinforce the garrison, knowing that Anderson's supplies will last long enough for Lincoln to take office.



South Carolina cadets from the Citadel Academy fire on the *Star of the West*

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PRELUDE: THE ELECTION OF ABRAHAM LINCOLN

The Deep South secedes*Jan. 9–Feb. 1, 1861*

Emboldened by South Carolina's action, other states of the Deep South declare themselves independent.

Buchanan is fearful of pushing other slave-holding states — such as Virginia and Maryland — into secession, and he is limited by the small and dispersed military force at his disposal. He takes no action.

**Security of D.C.***Early January*

With secession sweeping the Deep South, and the possibility of Virginia and Maryland following suit, the security of the capital is in question. Four hundred federal soldiers and an outdated militia — led in many cases by Southern sympathizers — are its only protection.



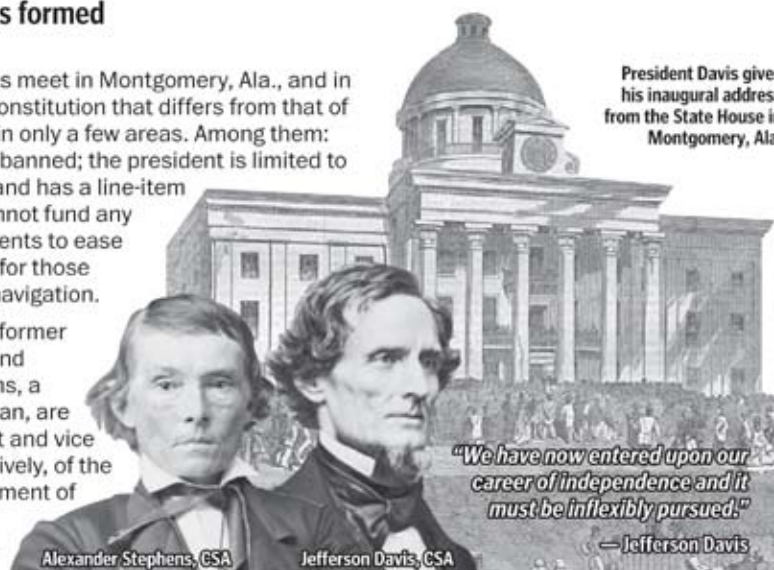
Commanding Gen. Winfield Scott orders one of his officers to clandestinely seek out loyal officers in the city and form a militia that will stand by the U.S. government.

Soldiers drilling in front of the U.S. Capitol

A confederacy is formed*Feb. 4–18*

The seceded states meet in Montgomery, Ala., and in four days write a constitution that differs from that of the United States in only a few areas. Among them: Slavery cannot be banned; the president is limited to one six-year term and has a line-item veto; Congress cannot fund any internal improvements to ease commerce except for those affecting coastal navigation.

Jefferson Davis, a former secretary of war, and Alexander Stephens, a former congressman, are declared president and vice president, respectively, of the provisional government of the Confederate States of America.



President Davis gives his inaugural address from the State House in Montgomery, Ala.

Alexander Stephens, CSA

Jefferson Davis, CSA

—Jefferson Davis

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CIVIL WAR 150

Lincoln sneaks into Washington*Feb. 22-23, 1861*

Near the end of Lincoln's triumphant trip from Illinois, through the northern states to the White House, he is informed an attempt will be made on his life in Baltimore. Traveling in disguise on a special train, Lincoln slips unannounced through the city in the dead of night, arriving in Washington at dawn.

Learning of his trip, the press delights in lampooning the president-elect. Lincoln later regrets his decision, commenting that he had appeared "cowardly" to the public.



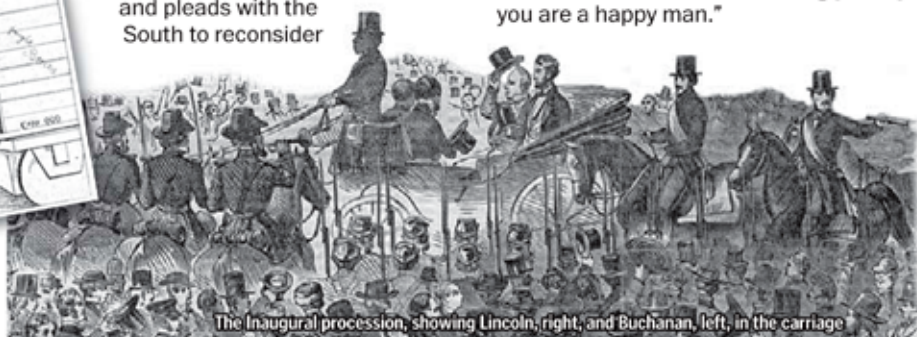
Cartoon by John Volck poking fun at Lincoln's secret trip

A tense inauguration*March 4*

Flanked by soldiers and covered by sharpshooters on the rooftops, Lincoln is inaugurated at the U.S. Capitol. In his speech, he vows to hold, occupy and possess the property of the federal government and pleads with the South to reconsider

its stand. "We are not enemies, but friends. We must not be enemies," he counsels.

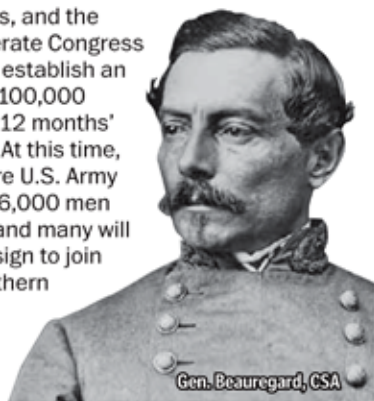
On the ride back from the inauguration, Buchanan is heard to remark to Lincoln, "If you are as happy in entering the White House as I shall feel on returning [home], you are a happy man."



The Inaugural procession, showing Lincoln, right, and Buchanan, left, in the carriage

The Confederacy prepares for war*March 1-6*

During the first week of March, Davis takes control of military affairs, Gen. Pierre G. T. Beauregard, a former West Point instructor, assumes command of the Charleston defenses, and the Confederate Congress votes to establish an army of 100,000 men for 12 months' service. At this time, the entire U.S. Army is only 16,000 men strong, and many will soon resign to join the Southern cause.



Gen. Beauregard, CSA

Lincoln acts*April 8-9*

After three months of isolation in Fort Sumter, Anderson's garrison runs low on food.

Lincoln informs Pickens that he will make a peaceful effort to supply Fort Sumter with provisions only. However, if there is resistance, the delivery will be made by force.

The Confederate commissioner in Washington, on hearing the news, telegraphs to Beauregard: "Diplomacy has failed. The sword must now preserve our independence."

Thousands of South Carolina militiamen begin to move to Charleston by railroad.

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PRELUDE: THE ELECTION OF ABRAHAM LINCOLN

Relief squadron departs*April 9–10, 1861*

A squadron of ships steams out of northern ports to assemble off Charleston. They are hindered by gale-force winds.

In Charleston, Beauregard receives instructions from the Confederate government to demand Anderson's evacuation. If Anderson fails to comply, Beauregard is ordered to attack the fort.

Evacuation demanded*April 11*

Beauregard makes an evacuation demand in the morning, but Anderson stalls for time the rest of the day.



Confederate artillerymen ready a mortar for firing.

Imminent attack*April 12, 3:20 a.m.*

With the federal relief squadron expected at any moment, Beauregard aides cut off negotiations and notify Anderson that Confederate artillery will open fire in one hour.

The first shot*April 12*

At 4:27 a.m., a 10-inch Confederate mortar shell streams high into the night sky, dropping directly over Fort Sumter and exploding. Within 15 minutes, the rest of the rebel artillery opens fire. One of Anderson's men remembered, "Shot and shell went screaming over Sumter as if an army of devils were swooping around it."

Anderson delays returning fire for 90 minutes. As the sun rises to a gray dawn, Lincoln's relief squadron is seen gathering off the coast. The fate of Fort Sumter remains unclear, but the specter of war has just become an irrevocable reality.

Charlestonians watch from their rooftops as the attack on Fort Sumter develops.

**A nation reborn**

The long-feared Civil War has begun. Virginia and three other states will soon secede and in the next four terrible years, more than 620,000 men, including the president, will perish. Hundreds of thousands more will be maimed for life. The evil of slavery will be abolished, and the meaning of freedom and equality in America will be changed forever.

IMAGE SOURCES: Battles and Leaders Vol. 1, Harper's Weekly, Library of Congress, National Archives

MAP DATA SOURCE: Cartographic Concepts Inc.

TEXT AND MAPS BY GENE THORP/
THE WASHINGTON POST

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Academic Content Standards

This lesson addresses academic content standards of Maryland, Virginia and the District of Columbia.

Maryland

United States History: Examine the consequences of interactions among groups and cultures in Maryland

Indicator 3. Analyze regional differences in the Civil War and its effects on people in Maryland

- a. Describe the economic interests in Maryland, such as agricultural v. industrial and slave v. non-slave
 - b. Explain why loyalties to the North and South were divided in Maryland
- Indicator 4. Analyze how the institution of slavery impacted individuals and groups in Maryland (Standard 5, Topic C, Grade 4)

Social Studies, History: Analyze the political, economic, and social goals of Reconstruction

- b. Explain how the 13th, 14th and 15th Amendments addressed the issue of civil rights through abolition, the granting of citizenship and the right to vote (Standard 5, Topic B, Grade 8)

The Maryland Voluntary State Curriculum Content Standards can be found online at <http://mdk12.org/assessments/vsc/index.html>.

Virginia

U.S. History to 1865: The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by

- a) describing the cultural, economic, and constitutional issues that divided the nation;
- b) explaining how the issues of states' rights and slavery increased sectional tensions;
- c) identifying on a map the states that seceded from the Union and those that remained in the Union;
- d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war (Civil War: 1861 to 1865, USI.9)

Virginia Studies: The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by

- a) evaluating the multiple causes of the Civil War, including the role of the institution of slavery as a principal cause of the conflict;
- b) identifying the major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass (Civil War and Reconstruction: VUS.7)

Virginia and United States History:

The student will demonstrate knowledge of the organization and powers of the national government by

- c) examining the ways individuals and groups exert influence on the national government.

Standards of Learning currently in effect for Virginia Public Schools can be found online at www.doe.virginia.gov/testing/sol/standards_docs/index.shtml

Washington, D.C.

Social Studies, U.S. History and Geography: Students summarize the causes and consequences of the Civil War.

1. Describe the extension of and controversy about slavery into the territories, including popular sovereignty, the Dred Scott decision, and the Kansas-Nebraska Act.
2. Explain the role of abolitionists, including reformers Frederick Douglass, William Lloyd Garrison, Harriett Beecher Stowe, Martin Delany and John Brown
3. Describe the emergence of Abraham Lincoln as a national political figure and the secession of Southern states (The Civil War and Reconstruction — 1860-1877)

Social Studies, D.C. History and Government:

Students describe the effect the Civil War had on life in Washington, D.C., and they explain the effects of Compensated Emancipation and the Emancipation Proclamation on the city.

1. Describe how the Union Army transformed the city into an armed camp.
2. Describe the conflicting loyalties of people living in the city.
3. On a map, trace the creation of a ring of forts to defend the city. (Slavery, War and Emancipation, Grade 12, 12.DC.7)

U.S. History and Geography II: Industrial

America to the Present: Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

5. Analyze the shortcomings of the Articles, and describe the crucial events leading to the ratification of the Constitution and the Bill of Rights, including the debates over slavery. (United States to the 1800s, Grade 11, 11.1)

Learning Standards for DCPS are found online at <http://dcps.dc.gov/DCPS/In+the+Classroom/What+Students+Are+Learning>