

## Unit 6: Civil War

**Essential question: How did Lincoln’s speeches reflect the changing course and goals of the war?**

**Introduction to Unit:** Abraham Lincoln has become firmly entrenched as one of the most foremost figures in American history. Much of this reputation that Lincoln carries stems from his speeches delivered during the Civil War. Lincoln’s speeches are not only a primary source from the Civil War, but they also represent the greater impact of the war as a “new birth of freedom.”

As a class, Lincoln’s speeches will be used to study the Civil War. In reading his speeches, students will highlight and examine major moments and events of the war. At the end of this series of readings, students should be able to answer the following: How did Lincoln’s speeches reflect the changing course and goals of the war?

### Objectives:

- To understand change over time by analyzing Lincoln’s speeches to evaluate the way in which the Civil War changed his viewpoints on such issues as slavery, the union, and overall meaning of the Civil War
- To engage in close reading
  - To determine the context in which each of Lincoln’s speeches was developed and to highlight significant words or phrases indicative of the scope of the time period
  - To determine why Lincoln chose particular words or phrases, how the meaning of those words or phrases change within one speech and/or across speeches

### Text set for entire unit:

- *The First Inaugural Address* (1861)
- *Emancipation Proclamation* (1862)
- *Gettysburg Address* (1863)
- *Second Inaugural Address* (1865)

### Historical Thinking Skills (as defined by UIC Project Readi research team)

1. close reading/metacomprehension monitoring/self-regulated learning
2. author voice/motivation/perspective/word choice/audience
3. chronology (scope of time period), causality (underlying causes vs. primary and secondary causes, coincidence
  - Rendering the past (what happened)
  - Interpret the past (why did events happen?)
  - Developing an interpretive framework (ie. role of gov’t vs. social relations)
  - Change over time (structural shifts, scope)
4. claim-evidence relations, use of text information to support claims
5. comparison & contrast, corroboration, synthesis, analysis

Integrating corroborating, contradictory, and unique sources into argument frame.  
6. epistemology

### **Common Core Standards**

RH 11.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole

RH 11.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH 11.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH 11.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH 11.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH 11.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**Activity One:** What will be the focus of our unit of study on the Civil War?

**Objective:**

- To initiate inquiry by analyzing a series of photographs from the Civil War in order to make observations and draft questions from those observations.

**Text Set:**

- Video of Civil War photographs

Time	Teacher Activity	Student Activity
5 min	<p>Set context for initial activity of unit: Activity for class designed to prompt students into thinking about the unit as a whole by having them make observations and create questions from an analysis of Civil War images.</p> <p>Provide instructions for how to complete chart.</p>	O-Q Chart (Observation-Question) - write observations and questions on notetaker
15 min.	<p>Independent inquiry:</p> <p>Students given time to complete the O-Q chart. Students upload information into Google doc.</p>	Complete chart
2 min.	<p>Whole group debrief:</p> <ul style="list-style-type: none"> <li>• What were some observations you made?</li> <li>• What questions did these photographs prompt you to create?</li> </ul>	Participate in whole class discussion.
5 min.	<p>Direct Instruct:</p> <p>Provide overarching essential question for the unit and explain the structure of class for the next few days of the unit.</p>	Attentive to essential unit question and structure of each class period.
15 min	<p>Model thinking for reading through Lincoln’s speeches (direct instruct):</p> <p>Provide a structure for students to approach Lincoln’s speeches. Use the <i>Inaugural Address</i> to show students how to work through each document.</p> <p>Begin with sourcing the document. <i>Why begin here? Need to initiate ourselves with the document. By identifying the time and place in which Lincoln is writing, I’m able to make more sense of the language and tone of his inaugural address.</i></p> <p><i>How do I go about sourcing the document?</i></p> <ul style="list-style-type: none"> <li>• What do we know about this author? <i>Republican candidate for office running on platform of non-extension of slavery.</i></li> <li>• In what time is he writing? What important events have occurred which help set the context of this speech?</li> </ul>	Complete annotations as teacher demonstrates thinking.

	<p><i>Election of 1860, South Carolina declared secession, failure of Crittenden Compromise, lame duck presidency of Buchanan</i></p> <ul style="list-style-type: none"> <li>• What is the purpose of the inaugural address? <i>To inform the American public of the goals over the next four years</i></li> <li>• What do you think Lincoln will hope to accomplish in this speech? <i>Possibly Lincoln will want to calm the fears of the public, especially since 7 states have seceded and others are teetering on the edge.</i></li> </ul> <p>Demonstrate the questioning annotations using the first two paragraphs of the text.</p> <p><i>Why ask questions? Historical documents are incomplete; therefore, creating questions helps us not only interact with the text, but help to clarify meaning, connect to other knowledge, or possibly determine significance of message.</i></p> <p><i>How do I go about formulating my questions?</i> (read through text and demonstrate creation of questions; model one section, but then have students complete a section independently)</p>	
2 min	Assign: Lincoln's <i>Inaugural Address</i> annotations due tomorrow.	Complete homework.

**Activity Two:** How did Lincoln defend the Union in the wake of Southern secession?

**Objective:**

- To analyze Lincoln's presidential inaugural address by engaging in close reading:
  - To determine the context in which each of Lincoln's speeches was developed and to highlight significant words or phrases indicative of the scope of the time period
  - To determine why Lincoln chose particular words or phrases and how the meaning of those words or phrases change within one speech

**Text Set:**

- Abraham Lincoln *Inaugural Address*. March 1861.

Time	Teacher Activity	Student Activity
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5 min.	<p>Prompt students: “Reflect on Lincoln’s inaugural address, which word would you argue appears the most in his speech? Write that word on your paper. Explain why you believe Lincoln would rely on using these words”</p> <p>Project words: Constitution, Union, Law, Citizen</p> <p>Pair/share to discuss response with partner.</p> <p>Project word cloud of Lincoln’s speech. Debrief with students:</p> <ul style="list-style-type: none"> <li>● Did the word match your initial thought?</li> <li>● What do you think these words are showing us about Lincoln?</li> <li>● Why do you think Lincoln chose these words in particular?</li> </ul>	<p>Complete bell assignment.</p> <p>Share responses with partner.</p> <p>Whole class debrief.</p>
25 min.	<p>Small-group work “Un-discussion”:</p> <p>Instruct students on the task of their small groups:</p> <ol style="list-style-type: none"> <li>1. Clarify the contents of the speech by using your own student-generated questions.</li> <li>2. Clarify the contents of the speech by using the teacher-generated questions.</li> <li>3. Close reading prompt: Bailey argues that Lincoln is “firm yet conciliatory” in his address. What phrases would you use to support his claim?</li> </ol>	Participate in “un-discussion”
15 min	<p>Independent reflection:</p> <p>Set context for writing by showing students essential question. <i>In order to develop an argument in response to the question “How did Lincoln’s speeches reflect the changing course and goals of the war?” it’s important to stop and reflect on each speech individually. Because the question asks you to argue about change over time, reflecting on each speech allows you to makes sense of the text’s meaning before moving forward to the next speech/ document.</i></p> <p>Prompt students with question: How does Lincoln defend the Union in his inaugural address?</p>	Complete reflection.
2 min.	Assignment: Read and annotate the <i>Emancipation Proclamation</i> for homework.	Complete homework.

**Activity Three:** What contextual information helps explain Lincoln issuing the Emancipation Proclamation?

**Objective:**

- To determine context in which the Emancipation Proclamation was written from observations made during video excerpts.

**Text Set**

- Abraham Lincoln. *Emancipation Proclamation*. 1862
- Ken Burns. *Civil War*.

5 min.	Prompt students to think about textbook reading assignment from weekend: What significant advantages and disadvantages are present on the Union and Confederate sides?	Add information to Civil War notetaker
40 min.	<p>Clarify context for <i>Emancipation Proclamation</i>: Show students video clips from Ken Burns' <i>Civil War</i> to help contextualize the events leading to the moment in which Lincoln writes the <i>Emancipation Proclamation</i>.</p> <p>Set purpose for viewing film: What is happening from the time Lincoln takes office in March 1861 to the fall of 1862?</p> <p>Stop after each video excerpt and provide commentary on significant information</p> <p>“The Cause”</p> <ul style="list-style-type: none"><li>● April 1861: 47:00 - 52:00 - Firing on Ft. Sumter</li></ul> <p>“A Bloody Affair”</p> <ul style="list-style-type: none"><li>● Introduction - questions confronting Lincoln at during early 1862</li><li>● Our Boy - characteristics of soldiers</li><li>● Arts of Death - technology of Civil War</li></ul> <p>“Forever Free”</p> <ul style="list-style-type: none"><li>● Introduction</li><li>● Kiss Daniel for me - question of slaves being freed as Union soldiers advance</li><li>● Antietam: 45:00 - 49:00 - first day of battle of Antietam</li><li>● Higher Object</li></ul>	View film excerpts.
5 min.	Exit slip: Why would Lincoln need a military victory like Antietam to deliver the Emancipation Proclamation?	Complete exit slip.

**Activity Four:** How does Lincoln define the Union?

**Objective:**

- To analyze Lincoln’s Emancipation Proclamation and Gettysburg Address by engaging in close reading:
  - To determine the context in which each of Lincoln’s speeches was developed and to highlight significant words or phrases indicative of the scope of the time period

- To determine why Lincoln chose particular words or phrases and how the meaning of those words or phrases have changed from previous speech, the Inaugural Address

**Text Set**

- Abraham Lincoln. *Emancipation Proclamation*. 1862
- Abraham Lincoln. *Gettysburg Address*. 1863.

	<b>Teacher Activity</b>	<b>Student Activity</b>
5 min.	<p>Juxtapose two different statues commemorating the Emancipation Proclamation: John Quincy Adam Ward’s “Freeman” and Thomas Ball’s “Emancipation”</p> <p>Prompt students to make observations about each artist’s interpretation of the document. Which statue more accurately projects the meaning of the Emancipation?</p>	Independently respond.
	<p>Small-group work “Un-discussion”:</p> <p>Instruct students on the task of their small groups:</p> <ol style="list-style-type: none"> <li>1. Clarify the contents of the speech by using your own student-generated questions.</li> <li>2. Clarify the contents of the speech by using the teacher-generated questions.</li> <li>3. Close reading prompt: Bailey claims “Emancipation Proclamation was stronger on proclamation than emancipation.” Which phrases would support this argument?</li> </ol>	Complete un-discussion.
	<p>Segue to Gettysburg Address:</p> <p>Contextualize November 19, 1863 by showing clips from Ken Burn’s <i>Civil War</i></p> <ul style="list-style-type: none"> <li>● Significant Union victories by summer 1863 - Vicksburg &amp; Gettysburg</li> <li>● Lincoln dealing with critics on his hands - Democrats dissent; Civil liberties suppressed; draft riots in NYC</li> </ul>	Watch excerpt
	<p>Prompt students: What do you predict will be the focus of this speech, which dedicates a national cemetery?</p> <p>Show word cloud of speech - How does this image compare to your prediction?</p>	Make predictions.

	<p>Read speech aloud before splitting to do discussion work.</p> <p>Small-group work “Un-discussion”:</p> <p>Instruct students on the task of their small groups:</p> <ol style="list-style-type: none"> <li>1. Clarify the contents of the speech by using the teacher-generated questions.</li> <li>2. Close reading prompt: Eric Foner argues the Gettysburg Address reflected “the explosive growth of national self-consciousness that arose from the Civil War.” Which phrases would you argue best support his view?</li> </ol>	Un-discussion work.
	Exit slip: How does Lincoln define the Union?	Complete exit slip.

**Activity Five:** How does Lincoln restore the Union?

**Objective:**

- To analyze Lincoln’s Second Inaugural Address by engaging in close reading:
  - To determine the context in which each of Lincoln’s speeches was developed and to highlight significant words or phrases indicative of the scope of the time period
  - To determine why Lincoln chose particular words or phrases and how the meaning of those words or phrases have changed from previous speeches

**Text Set:**

- Abraham Lincoln. *Second Inaugural Address*.

<b>Teacher Activity</b>	<b>Student Activity</b>
<p>Contextualize the Second Inaugural Address:</p> <ul style="list-style-type: none"> <li>● Election 1864</li> <li>● Union victories</li> <li>● Emancipation by way of Constitution - 13th Amendment</li> </ul>	Supplement notes as needed.
<p>Prompt students: What do you predict will be the focus of Lincoln’s Second Inaugural Address?</p> <p>Pair/share with small group.</p>	<p>Respond to question.</p> <p>Share responses with small group.</p>

<p>Discuss Second Inaugural Address:</p> <p>Inform students that discussion strategy is changing to “Save the Last Word;” provide the following instructions:</p> <p>Step One:</p> <ul style="list-style-type: none"> <li>● Select a phrase from the speech which you find most compelling/meaningful.</li> <li>● Highlight the phrase.</li> <li>● Explain why you find the phrase to be compelling/meaningful</li> </ul> <p>Step Two:</p> <ul style="list-style-type: none"> <li>● Share the phrase you selected with the group.</li> <li>● Allow time for members to read phrase.</li> </ul> <p>Step Three:</p> <ul style="list-style-type: none"> <li>● Allow all other members to discuss the quote you selected.</li> <li>● Share your interpretation of the quote with the group.</li> </ul>	<p>Small group discussion.</p>
<p>Close Reading:</p> <p>Prompt students to discuss: What tone take in addressing the American people? Cite evidence to support your answer.</p>	<p>Small group discussion.</p>
<p>Exit slip: How does Lincoln restore the Union?</p>	<p>Respond to question.</p>

### ACTIVITY SIX: Constructing an Argument in response to Essential Question

#### Objective:

- To construct meaning of Lincoln’s speeches collectively
  - by articulating an argument that shows student understanding of change over time
  - by organizing evidence to demonstrate change over time

#### Texts:

- *First Inaugural Address* (1861)
- *Emancipation Proclamation* (1862)
- *Gettysburg Address* (1863)
- *Second Inaugural Address* (1865)

<p><b>Teacher Activity</b></p>	<p><b>Student Activity</b></p>
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<p>Prompt students with the following scenario:</p> <p>As a historian, <u>what sources</u> of information and <u>outside knowledge</u> would you need to know about a person to be able to make a claim:  <i>How does Elizabeth’s academic record reflect her changing goals for life after high school?</i></p>	<p>Students identify sources.</p>
<p>Whole Class Debrief:</p> <p>Solicit responses from students’ answers to question.</p> <p>Segue into general discussion about “change over time” questions:</p> <p><i>“Change over Time” Type of question requires you to...</i>  <i>Convey status quo at the first date &amp; how change occurred</i></p> <ul style="list-style-type: none"> <li>○ <i>Focus on change, but also change from what</i></li> </ul> <p><i>Recognize the process of change</i></p> <ul style="list-style-type: none"> <li>○ <i>Identify relevant developments that occur between baseline and endpoint</i></li> </ul>	<p>Engage in discussion.</p>
<p>Transition to Lincoln Prompt:</p> <p><i>Question we are working with asks you to consider how Lincoln changes over time. Just like we did for Elizabeth, what would be the sources of information that I would want to go to in order to begin constructing a response to the question: How do Lincoln’s speeches reflect the changing goals and course of the war?</i></p> <ul style="list-style-type: none"> <li>● Sources = Speeches</li> </ul> <p><i>What type of outside information would be helpful in answering this question?</i></p> <ul style="list-style-type: none"> <li>● Outside information = chapter notes, supplemental information from class.</li> </ul> <p><i>Before writing, it is important to frame out or map out your organization. The organization of your essay stems largely from your argument. First, I would like you to think about your intent - What is it that you would like to convince your audience of in your written response?</i></p>	<p>Respond to question:  What is your intent in writing this essay?</p>
<p>Constructing a Thesis:</p> <p><i>Keeping your intent in mind, now articulate your argument by writing a thesis. Remember, a thesis answers the question and recognizes complexity.</i></p>	<p>Construct a thesis.</p>
<p>Pair/Share:</p> <p>Share thesis statements with partner. Adjust statements as needed.</p>	<p>Share thesis with partner.</p>

<p>Organization Brainstorm:</p> <p><i>Based on the thesis you have constructed, begin to organize your ideas - develop a "road map" for your writing. The organizational pattern depends largely on your argument.</i></p>	<p>Spend time organizing information.</p>
<p>Assign Essay:</p> <p>Allow time to begin writing essay in class: "How did Lincoln's speeches reflect the changing goals and course of the war?"</p>	<p>Construct essay.</p>