

For Further Study Questions & Answers for AAH II Unit One

[1#] 1. Research the life of Levi Coffin, a Quaker known as the “president” of the Underground Railroad. How many slaves did he help to escape? See if you can find an excerpt from his book, <I>Reminiscences of Levi Coffin<I>, and read it. Where is the National Historic Landmark Levi Coffin House located?

1. Levi Coffin (1798 - 1877) was a North Carolina schoolteacher and member of the Society of Friends. In 1821, Levi and a cousin attempted to start a Sunday school for slaves, but the slaves’ owners soon forced its closure. Several years later, Coffin joined other family members who had moved to Indiana. There he opened a general merchandise store in Newport, a town located on a “line” of the Underground Railroad. Coffin soon became involved in helping runaway slaves, and eventually three principal “railroad lines” from the South converged at his house. As many as two to three thousand slaves are believed to have used the Coffin home as a principal “depot” in their escape to freedom. Built in 1827, the National Historic Landmark Levi Coffin House is located on Main Street in Fountain City (formerly called Newport), Indiana. In 1847, the Coffins moved to Cincinnati, where Levi opened a warehouse that handled goods produced by freed slaves. He and his wife continued to help slaves through the Underground Railroad. Near the end of the Civil War, Coffin traveled to England and worked to establish the Englishman’s Freedmen’s Aid Society, which contributed money, clothing, and other articles to newly freed slaves. Coffin recounted his activities as president of the Underground Railroad in his book, <I>Reminiscences of Levi Coffin.<I> You can find excerpts from <I>Reminiscences of Levi Coffin<I> by typing that title into an Internet search engine.

2. Read about the life of Harriet Tubman, the famous conductor on the Underground Railroad. How did she suffer as a slave and when did she escape? Why did she decide to join the Underground Railroad, and how many slaves did she escort to freedom? Record the information about Harriet Tubman on an African American form.

2. Harriet Ross Tubman (1820? - 1913), who became known as the “Moses of her people,” was born into slavery on a plantation in Dorchester County, Maryland. At the age of five or six, she began to work as a house servant. By the time she was twelve or thirteen, Harriet was sent out to hard labor in the fields. During her early teen years, she was struck in the head with a two-pound iron weight by an overseer when she attempted to protect another slave. Harriet would suffer blackouts resulting from this injury for the rest of her life.

When she was approximately twenty-five, Harriet married a free African American named John Tubman. In 1849, fearing she would be sold, Harriet escaped to Philadelphia. There she found work, saved her money, and joined the city’s abolitionist group. By 1851, she had begun making trips to Maryland to rescue other members of her family. From that point until the Civil War began, Tubman is believed to have made as many

as nineteen trips over the Underground Railroad and conducted approximately three hundred slaves to freedom. In 1857, Harriet led her parents to freedom in Auburn, New York, which also became her home. As Harriet's reputation as a conductor grew, many southerners became determined to stop her. Rewards for her capture totaled as much as forty thousand dollars. Tubman stated that she was confident God would enable her to protect her passengers and those who aided them. She devised clever techniques to ensure the success of her journeys and threatened to shoot any of her passengers who wanted to turn back. In all her trips, Harriet never lost a passenger. During the Civil War, she served the Union army as a cook, a nurse, a scout, and sometimes as a spy, primarily in South Carolina. After the war ended, Harriet returned to Auburn and worked to improve the lives of former slaves and of women.

3. Discover what role "Beecher's Bibles" played in "Bleeding Kansas." For whom were the Beecher's Bibles named? How was this individual significant in prewar American society?

3. "Beecher's Bibles" were named for Henry Ward Beecher (1813 - 1887), the son of a prominent Congregationalist minister and the brother of Harriet Beecher Stowe. Henry Beecher graduated from Amherst College in 1834 and studied at Lane Theological Seminary before serving two Presbyterian churches in Indiana. In 1847, Beecher moved to the newly organized Congregational Plymouth Church in Brooklyn, New York. There he became known for his dramatic oratory and drew as many as twenty-five hundred people to his church each Sunday. Beecher took a public stand from his pulpit on many of the social issues of the day. He supported abolitionism, women's suffrage, temperance, and the theory of evolution. Henry Beecher was also politically active. In 1852, he supported the Free-Soil Party, but by 1860, he had switched to the Republican Party. When the Kansas-Nebraska Act was passed in 1854, Beecher condemned it from the pulpit. He also helped to raise money among his congregation to buy weapons to be used by antislavery forces in those territories. These rifles, which became known as "Beecher's Bibles," were shipped to Kansas in crates labeled "Bibles." During the Civil War, Beecher's congregation raised and equipped a volunteer regiment for the Union army. After the war was over, Beecher supported reconciliation.

4. Look for information on the Free-Soil and Know-Nothing political parties. How did they get their names?

4. The Free-Soil Party was a short-lived American political party, established for the primary purpose of opposing the extension of slavery into the territories. The party was formed around debate over the Wilmot Proviso, proposed federal legislation requiring that all territory received after the Mexican War be free from slavery. The Wilmot Proviso failed when New Mexico and Utah were opened to slavery by the Compromise of 1850.

In August 1848, the Free-Soil Party was officially organized in Buffalo, New York, at a meeting of former members of the abolitionist Liberty Party, extreme antislavery Whigs, and the Barnburners. The Barnburners were a pro-Van Buren faction of the Democratic Party in New York. Martin Van Buren and Charles Adams were chosen as the Free-Soil candidates for president and vice president in 1848.

Free-Soil candidates ran on a platform of “free soil, free speech, free labor, and free men,” which also called for a homestead law and a tariff for revenue only. In the presidential contest, Van Buren received nearly three hundred thousand votes (about 10 percent) and gave New York to the Whigs, an important factor in Zachary Taylor’s victory. A small number of Free-Soil candidates were also elected to the U.S. Congress. In the 1852 presidential election, the party’s candidate, John Hale, received only 5 percent of the vote. By 1854, the Free-Soil Party had been absorbed into the newly formed Republican Party.

The Know-Nothing Party was another short-lived American political party that flourished between 1852 and 1856. In the 1840s, an increasing number of Irish Roman Catholic immigrants were entering the United States, and many of them became part of Democratic political machines in large cities in the East. In reaction to this development, various secret nativist societies were formed to combat “foreign” influences. By the early 1850s, a number of these organizations had banded together to form the American Party, which eventually became known as the Know-Nothing Party. When a member was asked about party activities, he was supposed to reply “I know nothing.”

Know-Nothings wanted the exclusion of Catholics and foreigners from public office and a substantial increase in the numbers of years of residency required for American citizenship. The party had few well-known leaders and gained national prominence primarily because the Whig Party was collapsing over the question of slavery. Know-Nothing candidates won elections in several major U.S. cities in 1854, as well as carrying the Massachusetts governorship and legislature. However, by 1855 - 1856, the Know-Nothing Party itself became divided over the slavery issue. Its presidential candidate in 1856, Millard Fillmore, received 21 percent of the popular vote. However, the party rapidly fell apart, and most of its antislavery members joined the newly formed Republican Party.

[1H]Lesson 1: For Further Study Younger Student Adaptations [Brian, add icon with this hed throughout. I won’t mark again.]

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1. Show your younger students photographs of Levi Coffin and of his house in Fountain City, Indiana. Tell them the story of what Levi and his wife did in that house as part of the Underground Railroad.
 2. Have them read (or read to them) a short biography of Harriet Tubman or share details of her life.
 3. Explain to your students what “Beecher’s Bibles” were. Explore with them whether or not their pastor and church are involved in political causes today, as Henry Beecher and his congregation were in the 1850s.
 4. Discuss with them what a “third” party in American politics is. Share with them the primary reason for the formation of the Free-Soil Party and the Know-Nothing Party. Ask them what they think of the causes represented by these parties.

[1H]Lesson 2: For Further Study Questions and Answers

[1#] 1. Look for information on the life of Angelina Grimke, a southerner who moved to the North to join the abolitionist movement. See if you can find excerpts from her pamphlet, <I>An Appeal to the Christian Women of the South<I>. Do you agree with what she wrote?

1. Angelina Grimke (1805 - 1879) and her sister Sarah were the daughters of a slaveholding judge from Charleston, South Carolina. The two moved to Philadelphia in 1819 and joined the Society of Friends. In 1835, a letter that Angelina wrote against slavery was published by William Lloyd Garrison in his newspaper, <I>The Liberator<I>. Angelina then proceeded to write an antislavery pamphlet entitled <I>An Appeal to the Christian Women of the South<I>, and Sarah followed her example by publishing <I>An Epistle to the Clergy of the Southern States<I>. Both pamphlets were publicly burned by officials in South Carolina, and the Grimke sisters were warned that they would be arrested if they returned to the state. Sarah and Angelina moved to New York, where they became the first women to give lectures for the Anti-Slavery Society. These lectures drew criticism from religious leaders because they believed that women should not speak out in public on political issues. When faced with this opposition, the Grimke sisters also began addressing women's rights. In 1838, Angelina married another abolitionist, Theodore Weld, and they moved with Sarah to Belleville, New Jersey, where the sisters established their own school. During the Civil War, Angelina lectured and wrote in support of Abraham Lincoln and continued to work for civil rights and women's suffrage.

You can find excerpts from <I>An Appeal to the Christian Women of the South<I> by typing that title into an Internet search engine.

2. Research the lives of Frederick Douglass and/or Sojourner Truth. Record the information on an African American form.

2. Frederick Augustus Washington Bailey (1818? - 1895), the son of a slave woman and an unknown white man, was born near the town of Easton, on the Eastern Shore of Maryland. Separated from his mother when he was very young, Frederick lived with his grandmother on a plantation during the early years of his life. There he witnessed firsthand the horrors of slavery. At about the age of eight, he was sent to Baltimore to live with a ship carpenter named Hugh Auld. There he learned to read and spent seven relatively comfortable years.

When Frederick was approximately fifteen, he was sent back to the Eastern Shore and became a field hand. During this period he personally experienced the cruelty of slavery -- he was barely fed, whipped daily, and forced to work under brutal conditions. After one failed attempt to escape, Frederick finally succeeded in 1838 and fled to New York City, where he changed his name to Frederick Douglass. He and his new wife moved on to New Bedford, Massachusetts, where he attended abolitionists' meetings and subscribed to William Lloyd Garrison's newspaper, <I>The Liberator<I>.

In 1841, Douglass was asked to give a speech at the Massachusetts Anti-Slavery Society's convention. He impressed William Lloyd Garrison, who arranged for Douglass to become a lecturer for the society. Four years later, the society helped Douglass publish his autobiography, <I>Narrative of the Life of Frederick

Douglass, an American Slave, Written by Himself<I>. After the book's publication, Frederick became fearful that its information might lead to his recapture, so he traveled to Britain to lecture on slavery. When he returned, Douglass began publishing his own antislavery newspaper, the <I>North Star<I>, out of Rochester, New York. He also participated in the Seneca Falls convention for women's rights in 1848. Although Garrison had served as Douglass's mentor, the two eventually diverged in their views. Garrison believed that the Constitution was a proslavery document and that the Union should be dissolved. By the time Douglass had begun publishing his newspaper, he was unwilling to advocate dissolution of the Union and was convinced that the Constitution could be used in behalf of emancipation. Despite the efforts of Harriet Beecher Stowe and others to reconcile the two men, they were estranged for a number of years. During the Civil War, Douglass served as a trusted advisor to Abraham Lincoln and recruited northern African Americans (including his own sons) for the Union Army. From 1877 to 1881, he served as U.S. marshal for the District of Columbia, and from 1889 to 1891, as U. S. minister to Haiti. When he died, Frederick Douglass was recognized internationally as an uncompromising and hard-working spokesman for racial equality and women's suffrage.

Originally named Isabella Baumfree, Sojourner Truth (1797? - 1883) was born into slavery in Hurley, New York. While a young child, Sojourner was sold several times. As a teenager, she was bought by John Dumont, who treated her brutally. While owned by Dumont, Sojourner married another slave named Thomas, with whom she had five children. In 1827, Sojourner escaped from Dumont and began working for a Quaker family named Van Wagenen. That same year, New York law emancipated all slaves.

Sojourner Truth was the first African American woman to win a lawsuit in the United States. While working for the Van Wagenens, Sojourner discovered that one of her children had been sold to an Alabama slave owner. The court ruled that Sojourner's son should be returned to New York because at that time it was illegal to sell slaves out of the state into the South.

Although Sojourner could not read or write, she became a popular speaker for the abolitionist and women's suffrage movements. Many of her speeches showed a deep love for the Bible. In 1843, she took the name Sojourner Truth because she believed that the Holy Spirit had instructed her to change her name and to travel throughout the country to speak the truth. An extremely tall woman (6 feet), Sojourner became known for her commanding voice and sharp sense of humor. In 1850, her dictated autobiography was published as <I>The Narrative of Sojourner Truth, A Northern Slave<I>.

During the Civil War, Sojourner Truth gathered food and clothing for African American volunteer regiments. In 1864, she met Abraham Lincoln at the White House and received an appointment to the National Freedman's Relief Association. After the war, Sojourner settled in Washington and continued to preach about racial equality and women's rights. She also attempted to persuade Congress to give emancipated slaves free land in the West.

3. Find out more about the abolitionist activities of John Brown. What role did he play in "Bleeding Kansas"?

3. Born in Connecticut and raised in Ohio, John Brown (1800 - 1859) belonged to a deeply religious family. His father was vehemently opposed to slavery and was an agent for the Underground Railroad. Although John studied for the Congregational ministry in Connecticut, he changed his mind and returned to Ohio. During his lifetime he would work at a variety of jobs -- as a tanner, farmer, land surveyor, cattle breeder, and businessman -- in Ohio, Pennsylvania, Massachusetts, and New York. Married twice and the father of twenty children, Brown was never financially successful.

John Brown developed passionate opinions about the evils of slavery and became convinced that it would be necessary to use violence to overthrow this system. He participated in the Underground Railroad and gave land to fugitive slaves, and he and his wife raised an African American youth as one of their own children. In 1847, Brown met Frederick Douglass for the first time in Springfield, Massachusetts, and discussed with Douglass his plan to lead a war to free slaves.

By 1849, Brown had moved his family to the African American community of North Elba, New York. This community had been established due to the generosity of a prominent abolitionist named Gerrit Smith, who donated tracts of land to African American families willing to clear and farm them. After the passage of the Fugitive Slave Act in 1850, Brown recruited more than forty men for the U.S. League of Gileadites, an organization that worked to protect escaped slaves from slave catchers.

In 1855, Brown and five of his sons moved to the Kansas territory, where they hoped to help antislavery forces gain control. That same year, they were involved in a fight against proslavery forces who had attacked the antislavery town of Lawrence. A year later, in retribution for another attack, Brown led a group of his followers in the murder of five proslavery men on the banks of the Pottawatomie River. According to Brown, he was being used as an instrument in the hands of God. For the rest of the year, Brown and his sons continued to fight in Kansas and in Missouri. His home was burned, and one of his sons was killed.

With the support of Gerrit Smith and other abolitionists, John Brown moved to Virginia and established a refuge for runaway slaves. He also raised money for an army of emancipation. On October 16, 1859, Brown led his successful raid on the federal arsenal at Harpers Ferry, Virginia. When the company of U.S. men and militiamen led by Robert E. Lee stormed the arsenal, Brown and a small group of his followers barricaded themselves in an engine house and continued to fight. Two of Brown's sons were killed, and Brown himself was wounded and captured.

John Brown was tried and convicted of treason, insurrection, and murder and was hanged on December 2, 1859. Six others involved in the raid were also executed. Newspapers reported on the trial, and Brown's passionate address to the court regarding his cause made him a martyr in the eyes of many northerners. The song "John Brown's Body," which commemorated the Harpers Ferry raid, was a popular Union marching song during the Civil War.

4. Mary Chesnut, whose husband served in the Confederate army, lived in Richmond for much of the Civil War. She knew President and Mrs. Davis and many other important Confederate

government officials personally. Mrs. Chesnut kept a diary throughout the war. See if you can find excerpts from her diary to read.

4. Type “Mary Chesnut’s diary” into an Internet search engine to find excerpts of her diary to read.

[1H]Lesson 2: For Further Study Younger Student Adaptations

[1#] 1. Share photographs of Angelina and Sarah Grimke with your students and briefly explain some of the details of their lives. Also, explain the meaning of the word <I>abolitionist<I>.

2. Have them read (or read to them) a short biography of Frederick Douglass and/or Sojourner Truth.

3. Discuss with your younger students the view held by John Brown concerning the use of violence to overthrow slavery.

4. Look for a Civil War diary or journal in the children’s section of the library, and read it to them. Talk about how a diary is different from other types of literature.

[1H]Lesson 3: For Further Study Questions and Answers

[1#] 1. There were many names given to the conflict that we know today as the Civil War. What name for the war did most southerners prefer? See how many of these names you can find and decide which side would have preferred each name.

1. Most southerners preferred the name War Between the States. Other names for the war included:

[1U] • The War for the Union (North)

- The War Against Northern Aggression (South)
- The Great Rebellion (North)
- The War for Constitutional Liberty (South)
- The War Against Slavery (North)
- The War to Suppress Yankee Arrogance (South)
- The Southern Rebellion (North)
- The Second War for Independence (South)
- The War for Abolition (North)
- The War for States’ Rights (South)
- The War of the Rebellion (North)
- The Yankee Invasion (South)
- The Lost Cause (North)
- The War for Southern Rights (South)
- The Second American Revolution (South)
- The War for Southern Independence (South)

<1B1>Also, the Brothers' War, Mr. Lincoln's War, the War of the Sixties, and the War of the North and South were other names for the Civil War.

2. Research the history of the Confederate flag. Explain its symbolism. How is this flag controversial today?

2. The first official flag of the Confederate States of America was the Stars and Bars, which was flown from March 4, 1861, to May of 1863. The original version of the Stars and Bars included seven stars representing the first seven states that seceded from the Union. The final version contained thirteen stars, representing the four additional states that seceded, as well as two states that attempted to secede but failed to do so. The Stars and Bars contained three wide stripes (red, white, and red) and a blue canton (rectangular division of a flag, occupying the upper corner next to the staff) for the white stars. This flag caused confusion on the battlefield because it was similar to the Union Stars and Stripes.

The best-known of all the Confederate flags was the battle flag known as the Southern Cross, which was used in battle from November of 1861 to the end of the war. The Southern Cross was made in various sizes for the different branches of the service. Some of the flags were made square and others rectangular. The Confederate battle flag featured the cross of St. Andrew, the apostle martyred by crucifixion on an x-shaped cross. Many southerners were of Scotch and Scotch-Irish ancestry and thus familiar with St. Andrew, the patron saint of Scotland. The cross was navy, the thirteen stars were white, and the background was red. The Southern Cross was next to impossible to confuse with the Stars and Stripes in battle.

The second official Confederate flag was the Stainless Banner, which was flown from May 1, 1863, to March 1865. The Stainless Banner was white with a Southern Cross battle flag in the canton. The first official use for this flag was as the covering for Stonewall Jackson's casket. It was also used as a battlefield flag. However, because the flag was largely white, it was thought that it might be mistaken for a white flag of surrender. A final version of the Confederate flag, adopted in April of 1865, added a wide red band to the right side of the Stainless Banner to distinguish it from a flag of surrender.

The Confederate battle flag is seen by some as a proud symbol of southern heritage and by others as a shameful symbol of slavery. In past years, several southern states flew the Confederate battle flag, along with the U.S. and state flags, over their statehouses. A couple of southern states actually incorporated the Southern Cross into the design of their state flags. The Confederate battle flag was also used by the Ku Klux Klan and other racist hate organizations.

3. One of the first accounts of the infamous "rebel yell" came from the First Battle of Bull Run. What was the purpose of this yell? How did it sound and from where did it originate?

3. Confederate armies used the rebel yell as a battle cry during the Civil War to intimidate their enemy and boost their own morale. The exact sound of the yell is not known and is the subject of much debate. The origin of the yell is also uncertain. Some have traced its origin to rural life in the prewar South, where hunting was enjoyed by many and included screaming and hollering at dogs or other people.

After the war, a number of Confederate soldiers tried to describe the yell in writing. Here are a few of their attempts:

- [1U]
- Woh--who--ey! Who--ey! Who--ey! Woh--who--ey! Who—ey!
 - Yai, yai, yi, yai, yi
 - Y-yo you-wo-wo

[1B1]The yell has also been described as similar to Native American cries or a rabbit's scream. There may have been several different yells associated with different regiments and geographical regions. Several recordings of rebel yells are in existence.

Confederate units competed with one another to see who could produce the best yell. Standard orders of the Union army called for the shooting of any Union soldier who gave the yell as a prank.

4. Many new words came from the Civil War. Three of these were <I>sideburns<I>, <I>chignon<I>, and <I>greenbacks<I>. Look for the origin and definition of these words.

4. <I>Sideburns<I> are whiskers worn on the sides of a man's face, especially when the chin is shaved. The term arose from altering the name of General Ambrose Burnside, who became more famous for his mutton-chop whiskers than for his ability as a Union commander.

A <I>chignon<I> was a word of northern origin that referred to a lady's hairstyle in which the hair was wrapped plainly into a knot at the back. This became a popular style for women to wear to show support for the war.

The word <I>greenback<I> entered the American vocabulary in 1862 when the federal government began issuing paper money backed not by gold or silver but simply by the full faith and credit of the government. As a precaution against counterfeiting, a patented ink was devised that was difficult to imitate or erase. The ink on the back side of the money was also green instead of black, which led to the bills being called <I>greenbacks<I>. The blue or gray Confederate money became known as <I>bluebacks<I> and <I>graybacks<I>.

[1H]Lesson 3: For Further Study Younger Student Adaptations

[1#] 1. Read to your younger students the list of names for the Civil War and have them guess which were popular in the South and which were popular in the North.

2. Show them color pictures of the different Confederate flags and explain their symbolism. Discuss with them why the use of the Confederate battle flag is controversial today.

3. Explain the purpose of the rebel yell and have your students attempt to reproduce it.

4. Find pictures of sideburns, a chignon, and a greenback. Explain the origins of these words during the Civil War.

[1H]Lesson 4: For Further Study Questions and Answers

[1#] 1. Read about Belle Boyd (Confederate spy) and Emma Edmonds (Union spy). What spying techniques did they use?

1. Belle Boyd (1844 - 1900), one of the most notorious Confederate spies, was born in Martinsburg, Virginia (now West Virginia). At least three other members of her family were also Confederate spies. In July of 1861, Union forces occupied Martinsburg. Belle, who was seventeen years old, shot and killed a drunken Union soldier. At this point, she reportedly began her espionage activities for the Confederacy.

Belle operated from her father's hotel in Front Royal, Virginia, but she also traveled to enemy camps and battlefields in the Shenandoah Valley. She used her feminine wiles, as well as her eavesdropping and conversational abilities, to gather information. Known as "La Belle Rebelle" and the "Siren of the Shenandoah" by Union forces, Belle Boyd was arrested multiple times and imprisoned at least twice. In 1865, she made her way to England, where she remained for two years writing her memoirs and acting on the stage. When Belle returned to the United States in 1866, she continued her stage career.

Sarah Emma Edmonds (1842 - 1898), a native of Nova Scotia, was living in Michigan when the first call for Union enlistments came. She cut her hair, obtained a man's suit of clothing, took the name Frank Thompson, and tried to enlist in the Union army. Although it took her four tries, Emma finally succeeded. On April 26, 1861, Frank Thompson became a male nurse in the 2nd Volunteers of the U.S. Army.

While stationed in Virginia during McClellan's Peninsula Campaign, Edmonds volunteered for a mission inside Confederate lines at Yorktown. Using silver nitrate to darken her skin and wearing a black minstrel wig, she assumed the identity of an African American man named Cuff. The following day, Edmonds joined slaves working with shovels and picks on fortifications at Yorktown. That evening she persuaded another slave to exchange duties with her.

For the next two days, Edmonds carried buckets of water around the camp, a job that enabled her to gain much useful information -- the size of the army, the weapons available, and the morale of the troops. The evening of her third day inside Confederate lines, Edmonds was sent with a group of slaves to carry supper to the picket lines, which allowed her to escape. Two months later, she once again infiltrated Confederate lines, this time as a fat Irish peddler woman named Bridget O'Shea. Once again she gathered useful information. When Emma's unit was transferred to the Shenandoah Valley, she continued spying on the Confederacy. At the end of 1862, her unit was sent to join the 9th Corps near Louisville, Kentucky. There she assumed the role of Charles Mayberry, a young man with southern sympathies. When Emma's unit was transferred to Grant's army in preparation for the battle of Vicksburg, she became ill with malaria.

Unable to go to the military hospital because she would be revealed to be a woman, Edmonds checked herself into a private hospital. She intended to return to military life once she was well. However, when she left the hospital, she saw posters that listed Frank Thompson as a deserter and decided not to return to the army. Instead, she boarded a train for Washington, D.C., and spent the rest of the war working there as a female nurse in a hospital that cared for wounded soldiers. After the war, Edmonds published her memoirs entitled *Nurse and Spy in the Union Army*, a highly successful book that sold more than 150,000 copies.

2. Research the life of Dorothea Dix. What position did she hold during the Civil War? Why was she known as “Dragon Dix”? With what had she been involved before the war?

2. Dorothea Dix (1802 - 1887) was a well-known social reformer from the early 1840s until well after the Civil War. A self-educated woman, Dorothea became wealthy as a result of a school that she established for girls in Boston. She also wrote books for children. In March of 1841, while serving as a substitute teacher for a Sunday school at the East Cambridge jail, Dorothea discovered that mental patients were being housed with prisoners and confined in cages and pens. When she spoke with Horace Mann about this situation, he replied that repeated attempts to correct the problem had failed.

Over a period of eighteen months, Dorothea traveled to every jail in Massachusetts and documented the condition of the various facilities. She wrote the following to the Massachusetts legislature, “I call your attention to the present state of Insane Persons confined within this Commonwealth, in cages, closets, cellars, stalls, and pens; chained, naked, beaten with rods, and lashed into obedience.” The legislature questioned the authenticity of her report and criticized Dorothea for interfering in state business. However, she succeeded in gaining the support of other social reformers and doctors, and the legislature finally passed a reform law. For the next twenty years, Dorothea Dix worked investigating prison and asylum conditions and campaigning for reform from state to state. In 1841, there were 11 mental hospitals in the United States. By 1880, the number had risen to 123.

A week after the Confederate attack on Fort Sumter, Dix volunteered her services to the Union. In June 1861, she was named superintendent of Union army nurses. Dix moved to Washington, D.C., and served in this position without pay throughout the war. At first she was forced to overcome opposition from skeptical military officials, who were unaccustomed to female nurses and unconvinced that women could perform the work acceptably. Dix developed an efficient system for taking care of the injured and sick, as well as strict criteria for the selection of nurses -- they must be at least thirty years old, plain-looking, and willing to wear drab clothing and no jewelry.

Even with Dix’s requirements, which were relaxed somewhat as the war continued, over three thousand women served as Union army nurses. Some of Dix’s assistants, who considered her to be too brusque and high-handed, referred to her as “Dragon Dix.” After the war was over, she resumed her lobbying on behalf of the mentally ill, primarily through letter writing. Dix spent the last years of her life as a guest at the New Jersey State Hospital in Trenton.

3. Read about the life of Mathew Brady, a photographer of the Civil War. Look for photographs that he took. He and other photographers followed the armed forces in wagons that served as traveling darkrooms.

3. The most well-known photographer of the Civil War was Mathew B. Brady (1823? - 1896). Born in Warren County, New York, Brady had moved to New York City by the age of seventeen and studied photography under several teachers, including Samuel F. B. Morse. By 1844, Brady had established his own

photography studio and soon gained a reputation as one of the greatest portrait photographers of famous Americans. He won many awards for his work.

Eventually, Brady opened a studio in Washington, D.C., so that he might be better able to photograph national leaders and foreign dignitaries. As a result, he became one of the first Americans to use photography to chronicle U.S. history. A supporter of the Republican Party, Brady made more than thirty portraits of Abraham Lincoln during the 1860 campaign.

In July 1861, Brady and an artist who worked for <I>Harper's Weekly</I> traveled to Manassas to witness the Battle of Bull Run firsthand. There Brady got so close to the action that he was almost captured by the Confederates. After returning to Washington, he decided to make a photographic record of the Civil War. Despite the financial risks and battlefield dangers, Brady organized a corps of more than twenty photographers to follow the troops. He equipped each of these men with a traveling darkroom so that they would be able to process their photographic plates on the spot.

During the war, Brady spent most of his time in Washington -- supervising his photographers, preserving their negatives, and buying negatives from other photographers returning from the fields. When photographs from Brady's collection were published, they were credited with "Photograph by Brady," even though they were the work of many different people. These photographs could not be reproduced in newspapers because the technology to do so had not yet been developed in the 1860s. However, many of the photos in Brady's collection were used as the basis for line engravings in illustrated publications. His 1862 exhibition of graphic photographs from the Battle of Antietam brought home to many Americans the terrible carnage of war.

After the Civil War ended, war-weary Americans were no longer interested in buying photographs of the bloody conflict. Brady had expected the government to buy many of his prints when the war ended, but that did not happen. Instead, he was forced to sell his New York City studio and declare bankruptcy. In 1875, Congress agreed to purchase the entire archive of Brady's war negatives for twenty-five thousand dollars; but he still remained heavily in debt. Brady died a penniless alcoholic in the charity ward of Presbyterian Hospital in New York in 1896.

To view some of Mathew Brady's photographs, type "Mathew Brady photographs" into an Internet search engine.

4. Find out what famous military song came from the Seven Days' Battles. See if you can find the conflicting stories concerning the origin of this song. Read the words and listen to the music of the song.

4. "Taps" is the famous military song that came from the Seven Days' battles. One story that has circulated about the origin of "Taps" concerns Union army Captain Robert Ellicombe and his Confederate son. According to this story, Ellicombe heard the moans of a wounded soldier on the field and risked his life to bring the man in for medical treatment. It was then he realized that the soldier was actually a Confederate, that he was dead, and that he was his own son. When the Civil War started, the son had been

studying music in the South and had enlisted in the Confederate army. Ellicombe received permission to give his son a full military burial and asked the bugler to play a series of musical notes that had been written on a paper found in a pocket of the son's uniform. The notes were what we know today as the music of "Taps." However, historians believe that the Ellicombe story is a myth. Instead, they maintain that "Taps" was written by General Daniel Butterfield to honor his men encamped at Harrison's Landing, Virginia, following the Seven Days' Battles of the 1862 Peninsula Campaign. According to this story, Butterfield felt that the call for Extinguish Lights was too formal and wrote a new melody with the help of the brigade bugler, Oliver Willcox Norton. The new call was sounded in July of 1862 and soon spread to other units of the Union army. After the war ended, "Taps" was made an official bugle call.

[1H]Lesson 4: For Further Study Younger Student Adaptations

- [1#] 1. Look for pictures of Belle Boyd and Emma Edmonds and share their stories. Explain the meaning of the word <I>espionage<I>.
2. Show them a picture of Dorothea Dix and explain what mental illness is. Share about Dix's reform and war activities. Ask if they can guess why she became known as "Dragon Dix." You may be able to find a short biography of Dix.
3. Share with your younger students some of Mathew Brady's photographs. See if you can find several of his portraits of Abraham Lincoln, as well as of famous military leaders. Also look for photographs that show what life was like for the troops during the Civil War.
4. Play for them a recording of "Taps" and tell them the stories about its origin.

[1H]Lesson 5: For Further Study Questions and Answers

- [1#] 1. Research the role that telegraphs played during the war.

1. During the Civil War, telegraphs played an important role in the sending of military orders and the receiving of reports. Both the Union and Confederate armies made full use of existing civilian telegraph networks and developed and extended them as the war continued. Journalists also used telegraphy to file stories with their newspapers, which helped to keep public interest in and support of the war high. Between 1860 and 1865, the North laid fifteen thousand extra miles of telegraph wire. On both sides, messages were transmitted in Morse code. Only a handful of operators were trusted with coding and decoding messages. In an attempt to gain military intelligence, both the Confederacy and the Union tapped each other's wires, with varying degrees of success. General Lee's telegraph operator entered the Union lines during the siege of Petersburg, connected to the Union telegraph, and intercepted all Union messages sent for six weeks.

2. What was the most popular newspaper during the Civil War? Look for examples of newspaper reporting during the war.

2. Large numbers of American and foreign newspaper reporters and artists followed the Union and Confederate armies during the Civil War. These correspondents had no official status. They might be

tolerated or not by the senior officers of the commands to which they attached themselves. The public had a great hunger for war news.

Rivalry among newspapers was intense, especially among the New York City papers. In the North, the newspaper industry flourished during the war. Its revenue was inflated by increased advertising and circulation. In the South, however, the newspaper industry struggled as the war dragged on and the blockade of Confederate ports tightened. <I>Harper's Weekly</I>, published in the North, was probably the most popular newspaper during the Civil War. The South had no comparable publication. You can access online articles from <I>Harper's Weekly</I> magazines published during the Civil War.

3. Find out who the Copperheads were. Why were they considered dangerous?

3. The Copperheads, or "Peace Democrats," were a faction of northern Democrats who were opposed to the Civil War. In 1861, Republicans began calling these Democrats "Copperheads," a name probably derived from the venomous snake that strikes without warning. The Peace Democrats accepted this label and wore copper liberty-head pennies as badges.

In addition to their strong opposition to the war, the Copperheads considered Lincoln to be a tyrant, bent on destroying American republican values with his arbitrary actions. Some Copperheads tried to persuade Union soldiers to desert, resisted the draft laws, and talked of helping Confederate prisoners of war escape. Of course, Peace Democrats constantly had to defend themselves against charges of disloyalty.

Copperheads were most numerous in the Midwest, in states such as Ohio, Illinois, and Indiana.

Midwesterners often had close economic and cultural ties with the South. The influence of the Copperheads varied according to how the war was going for the Union. When the war was going well, Copperheads were dismissed as defeatists. When the war was going badly, more people were willing to consider making peace with the Confederacy. Many northerners believed that the Copperheads were prolonging the war by encouraging the South to continue fighting.

The most famous Copperhead was Ohio Congressman Clement L. Vallandigham, who introduced a bill in 1862 to imprison President Lincoln. Instead, Vallandigham and a number of other Democratic politicians, judges, and newspaper editors were arrested and held in prison for months without a trial on the orders of Lincoln and Secretary of War Edwin Stanton. In 1864, Vallandigham persuaded the Democratic party to adopt a platform that declared the war a failure. However, the party's presidential candidate, George McClellan, repudiated this platform.

4. Research the Trent Affair. How did it almost bring Great Britain into the war? Why did Britain decide not to help the Confederacy?

4. The Trent Affair, also known as the Mason and Slidell Affair, was a diplomatic incident between the United States and Great Britain that occurred during the Civil War. In November 1861, James Mason (Confederate minister to Great Britain) and John Slidell (Confederate minister to France) were dispatched in an attempt to gain support from these nations for the Confederacy. They sailed from Havana, Cuba, on the British mail steamer, the <I>Trent</I>.

However, the <I>Trent</I> was stopped in the Bahama Channel by the U.S. warship <I>San Jacinto</I>, commanded by Captain Charles Wilkes. Mason and Slidell and their secretaries were forcibly removed from the ship and taken to Boston, where they were interned at Fort Warren. This act was a violation of maritime law as it had been previously upheld by the United States.

Northern newspapers praised Wilkes's actions, and the U.S. House of Representatives passed a resolution thanking Wilkes. The war had been going badly for the Union, and the Trent Affair was a bright spot in the midst of a dismal year of fighting. However, many people in Great Britain considered the affair to be an insult to British honor, as well as a violation of maritime law. The British government issued an ultimatum to the United States, which demanded an explanation, an apology, and the release of Mason and Slidell. The terms of the ultimatum finally sent were softened by Prince Albert from his deathbed.

For a time it seemed as if Great Britain might recognize the Confederacy and even declare war against the United States. Britain and the South had close economic links because of their shared involvement in the cotton trade, and many British aristocrats sympathized more with the Confederacy than with the Union. Lincoln and his administration struggled with how to accept the demands of the British government while maintaining American popular support.

Finally, Secretary of State William Seward crafted a reply to the British, agreeing to free Mason and Slidell but salvaging American pride by asserting that the British had finally adopted the U.S. concept of neutral rights, over which the two countries had fought the War of 1812. In January of 1862, Mason, Slidell, and their two secretaries were released, and war between the United States and Great Britain was averted. Mason and Slidell went on to Europe but did not succeed in convincing any European powers to intervene on behalf of the Confederacy.

[1H]Lesson 5: For Further Study Younger Student Adaptations

- [1#] 1. Look for pictures of telegraph lines, transmitters, and receivers and show them to your students. Explain how telegraphy works, as well as how it was used during the Civil War. Introduce them to the Morse code alphabet and have them practice sending messages in code.
2. Show them excerpts from various <I>Harper's Weekly</I> newspapers.
3. Share with younger students a photograph of a copperhead snake and read a short description of copperheads. Tell them that a group of people during the Civil War was called Copperheads and have them guess who that group was. Then explain the story of the Copperheads, or Peace Democrats.
4. Explain how the Confederacy was hopeful of gaining allies in their fight with the Union. Tell them the story of James Mason and John Slidell. Ask them to think about how the Civil War might have been different if Great Britain had decided to help the Confederacy.

[1H]Lesson 6: For Further Study Questions and Answers

- [1#] 1. During the Civil War, some people in the Union claimed that Lincoln was making himself a dictator when he suspended writs of habeas corpus. What is a writ of habeas corpus? What does the Constitution say about it? How did Lincoln answer his critics? Do you agree with his explanation?

1. The writ of habeas corpus protects Americans from illegal arrests and imprisonments. The Latin phrase means to “produce the body.” A prisoner who believes that he is unjustly imprisoned may petition a court for a writ of habeas corpus. He is then brought before a judge, who decides whether or not there is “probable cause” for holding the prisoner. If the judge decides that the individual has been imprisoned unlawfully, he can order him released.

The writ of habeas corpus is an ancient English legal concept that the Founding Fathers assumed to be a fundamental liberty. The only place in the Constitution that the writ of habeas corpus is mentioned occurs in Article I, Section 9, “The privilege of the writ of habeas corpus shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it.”

President Lincoln was the first American president to suspend the writ of habeas corpus, and he did so without consulting Congress. At first Lincoln’s suspension applied only to Maryland, a border state sympathetic to the South surrounding Washington, D.C. However, on September 24, 1862, the president issued a proclamation that suspended the writ of habeas corpus everywhere in the United States. Furthermore, Lincoln ordered that those arrested under his proclamation were subject to martial law (trial and punishment by military courts). Lincoln’s critics accused him of abusing the power of the presidency, but Lincoln contended that this action was necessary in order to preserve the Union.

2. Find out about Julia Ward Howe, a noted northern abolitionist and writer, who wrote the “Battle Hymn of the Republic.” Read the words to that song.

2. Julia Ward Howe (1819 - 1910), the daughter of a wealthy banker, was active in the American Anti-Slavery Society. In 1843, Julia married a fellow abolitionist, a physician named Samuel Gridley Howe. Dr. Howe founded the Perkins Institute for the Blind. The Howes lived in Boston and eventually had six children. From 1851 - 1853, they edited the antislavery journal known as the <I>Commonwealth<I>. The couple was also active in the Free-Soil Party. Julia’s first book of poetry, <I>Passion Flowers<I>, was published in 1854.

In November of 1861, Julia Ward Howe visited Washington, D.C., and witnessed a Union battalion marching and singing the song “John Brown’s Body.” Howe was inspired to write new words for the song, a version that soon became known as the “Battle Hymn of the Republic.” The <I>Atlantic Monthly<I> published Howe’s poem in February of 1862. The “Battle Hymn of the Republic” quickly became one of the most popular songs of the Union army and later a well-loved American patriotic song.

After the war, Julia wrote and lectured on behalf of women’s suffrage and pacifism. She became the first woman elected to the American Academy of Arts and published her <I>Reminiscences 1819 - 1899<I>.

3. Watch the scenes in the movie <I>Gone with the Wind<I> (or read the sections in the book) that deal with the Union army’s Atlanta campaign.

4. Research the life of Mary Surratt, owner of a Washington, D.C., boardinghouse, who was arrested and charged with knowledge of the plot to assassinate President Lincoln. What happened to her? Who else was accused of being a part of this conspiracy?

4. Mary Jenkins Surratt (1823 - 1865) was born in Waterloo, Maryland, and educated at a Catholic female seminary. Married at age seventeen, Mary and her husband, John, eventually settled on 287 acres of farmland in Prince George's County, Maryland. There they built a tavern and a post office and raised three children. In 1862, John Surratt died. Two years later, Mary decided to move to a house that she owned at 541 High Street in Washington. She rented her tavern to a former policeman named John Lloyd, who later testified at her conspiracy trial.

To make money, Mary rented out some of the rooms in her High Street house. One of Surratt's sons was a Confederate secret agent, and his acquaintances included many of the key figures in the Lincoln assassination attempt, including John Wilkes Booth. Booth, an actor who performed throughout the country, was a Confederate sympathizer who hated Lincoln.

By January of 1865, Booth had organized a group of co-conspirators in a plot to kidnap Lincoln. This group apparently included John Surratt, Samuel Arnold, George Atzerodt, David Herold, Michael O'Laughlen, and Lewis Powell. Booth began to use Surratt's boardinghouse as a place to meet with this group. In March, Booth's plans turned toward assassination.

On April 14, Booth learned that the Lincolns were attending a play at Ford's Theatre. Booth agreed to kill Lincoln. Apparently, at least two other assassinations were also planned to occur simultaneously -- Atzerodt would kill Vice President Andrew Johnson, and Powell (with Herold accompanying him) would kill Secretary of State Seward. However, Atzerodt did not attempt to kill Johnson, and Powell stabbed Seward but didn't kill him.

After shooting Lincoln, Booth fled with Herold to Surratt's tavern in Maryland, where they picked up supplies. Then they traveled to Dr. Samuel Mudd's home, where the doctor set Booth's broken leg. On April 26, Herold and Booth were found by federal authorities hiding in a barn near Port Royal. Herold gave himself up, while Booth was shot to death. Within days, Booth's co-conspirators, including Mary Surratt, were arrested. They were brought to trial before a military tribunal, and all were found guilty.

Surratt, Powell, Atzerodt, and Herold were hanged on July 7, 1865 (Surratt was the first woman executed by the United States). Mudd, O'Laughlen, and Arnold were given life sentences. Ned Spangler, a stagehand at Ford's Theatre, was convicted of helping Booth escape from the theater. He received a six-year sentence. John Surratt escaped to Canada and then Europe. However, he was eventually captured and tried in a civil court in 1867. Because the jury was deadlocked, Surratt went free. O'Laughlen died in prison in 1867, but President Andrew Johnson pardoned Mudd, Arnold, and Spangler in 1869. Surratt's and Mudd's convictions have been hotly debated throughout the years.

[1H]Lesson 6: For Further Study Younger Student Adaptations

- [1#]
1. Have them read (or read to them) a short biography of Abraham Lincoln.
 2. Play for them a recording of the "Battle Hymn of the Republic" and let them read the words. Decide if you would like them to memorize the first verse. Share with them the origin of the song.

3. Decide if you would like your younger students to view an excerpt of <I>Gone with the Wind<I>.

4. Explain to your students what an assassination is. The National Park Service has a Ford's Theatre website with interesting information about Lincoln's assassination, as well as photographs that you could show them.

[1H]Lesson 7: For Further Study Questions and Answers

[1#] 1. Research the life of Thaddeus Stevens. Why did African Americans consider him to be a hero and southerners call him the "vilest of the Yankees"?

1. Thaddeus Stevens (1792 - 1868), born in Danville, Vermont, suffered from a club foot and a deformed leg. Although his family was poor, Thaddeus graduated from Dartmouth College and established a successful law practice in Pennsylvania. Stevens was a strong opponent of slavery and became known for defending fugitive slaves without charge. Eventually, he acquired a large amount of property in the area and established an iron business.

From 1833 - 1842, Stevens served in the Pennsylvania state legislature. In 1848, he was elected to the U.S. House of Representatives. A member of the Whig Party, he joined the newly formed Republican Party and played a leading role in the fight against the Compromise of 1850 and the Fugitive Slave Act. Known as the "Great Commoner," Stevens passionately opposed the extension of slavery and pushed for African American emancipation and suffrage.

During the Civil War, Stevens wielded great power in Congress as chairman of the House Ways and Means Committee. He became a leader of the Radical Republicans, who opposed moderate actions against the South and favored a "war of extermination." The Confederacy got even with Stevens by burning one of his forges during the Gettysburg campaign.

Following the war, Stevens was a leader in the Radical Republican fight against President Johnson's Reconstruction policy. He helped to draft the 1867 Reconstruction Act and the Fourteenth Amendment and argued that southern plantations should be taken from their owners and redistributed among former slaves. A prime instigator of the effort to impeach Johnson, Stevens became so ill during Johnson's trial that he had to be carried into the Senate chambers. He died less than three months after Johnson's acquittal.

2. The political cartoonist Thomas Nast drew thousands of cartoons during the second half of the nineteenth century. Discover in which newspaper he was regularly published and what enduring American symbols he created. Look for examples of his cartoons from the Reconstruction era. Did he support Andrew Johnson's plan for Reconstruction?

2. German-born political cartoonist Thomas Nast (1840 - 1902) gave the United States some of its most enduring symbols: the Republican Party's elephant, the Democratic Party's donkey, Uncle Sam, and the classic version of Santa Claus.

Considered to be the father of American political cartooning, the celebrated Nast had his work published regularly in *Harper's Weekly*. A staunch opponent of slavery, Nast supported President Lincoln during the war and produced patriotic drawings championing the Union's cause and the dignity of African Americans. Lincoln referred to Nast as "the Union's best recruiting sergeant."

Following the war, Nast drew cartoons that attacked President Johnson for undermining Lincoln's policies. In September of 1868, Nast began a campaign against William Tweed, a corrupt New York City political leader, and used his signature Tammany Hall tiger for this successful crusade. A loyal Republican, Nast supported Ulysses Grant in 1868 and 1872 and Rutherford B. Hayes in 1876. However, in 1884, Nast changed sides and supported the Democratic candidate, Grover Cleveland. When Cleveland won, Nast became known as the "presidential maker." In 1892, he returned to the Republicans and supported Benjamin Harrison for president.

During the 1880s, Nast began to attack trade unions and the Catholic church. He also depicted Irish Americans as apes. These cartoons were less popular with his reading audience. However, Nast was sympathetic in his treatment of Native Americans and Chinese Americans. After a disagreement with the owners of *Harper's Weekly*, Nast left that journal in 1886 and started his own, *Nash's Weekly*, which did not succeed. Nash was left with heavy debts and suffered severe financial hardship when other investments of his were not successful. In 1902,

President Theodore Roosevelt appointed his old friend to be the U.S. consul to Ecuador. In December of 1902, Thomas Nast died from yellow fever.

To look at some of Nast's work, type "Thomas Nast's political cartoons" into an Internet search engine.

3. Read more about the black codes enacted by the former Confederate states after the Civil War. Find more specifics concerning restrictions placed upon freed slaves. Why would former slave owners want these codes in place? How were these black codes related to "Jim Crow laws"?

3. Other examples of restrictions that might be found in black codes included not allowing freedmen to rent a house within the town limits, to have their own congregations (of freedmen), to keep livestock, to vote without paying poll taxes, to buy intoxicating liquors, or to be outside after a nightly curfew. Freedmen were required to make annual contracts for their labor in writing, and fugitives from jobs were arrested and carried back to their employers.

White southerners were fearful that freed slaves might commit violent acts against their former masters or refuse to work and bankrupt the planters that depended upon their labor. They wanted to force freedmen to work for them under the conditions that they established. In effect, these black codes created a type of quasi-slavery and led to continuing segregation of the races in the South. In the 1890s, laws maintaining racial segregation became known as Jim Crow laws.

4. Discover what the phrase "Solid South" means. How did this phenomenon affect American politics for a hundred years after Reconstruction?

4. The "Solid South" refers to the South's consistent electoral support of national Democratic Party candidates for almost a century following Reconstruction (1876 - 1964). From 1876 until 1948, every Democratic presidential candidate, except Al Smith in 1928, won heavily in the South. The dominance of the Democratic Party in the southern United States originated from the South's bitterness toward the Republican Party because of its role in the Civil War and Reconstruction. During this period, the Democratic Party was willing to fight for racial segregation and Jim Crow laws. Although African American voters today are 90 percent Democratic, they preferred the Republican party into the 1950s.

The Democratic "Solid South" began to erode when President Truman decided to support the civil rights movement. The 1960 election was the first in which a Republican presidential candidate received electoral votes in the South. Presently, the South has a mix of Democratic and Republican governors, senators, and representatives. However, since the 1960s, the region has been a Republican stronghold in presidential elections, which has led to the term "Solid South" acquiring a meaning opposite to its original meaning.

[1H]Lesson 7: For Further Study Younger Student Adaptations

[1#] 1. Discuss with your younger students the difficult job facing the U.S. government after the Civil War ended -- deciding how to reintegrate the Confederate states into the Union. Ask them whether or not they think the government should have chosen a plan that was more lenient to the former Confederacy and the reason(s) for their opinion. Explain to them Thaddeus Stevens's ideas about Reconstruction.

2. Show your students Nast's drawings of the Republican Party's elephant, the Democratic Party's donkey, Uncle Sam, and Santa Claus. See if you can find some of Nast's political cartoons that they can understand and have them interpret the cartoons for you. Explain the role of political cartoons.

3. Explain in more detail what the black codes were and why they were adopted by the southern states after the Civil War. Ask your students what they might have done to help the freed slaves if they had been a government leader after the war. See if you can find a short book that describes the lives of African Americans during Reconstruction and read it to them.

4. Make sure they understand that the Democratic and Republican parties have been the two major political parties in the United States since the Civil War. Discuss with them why the South was so heavily Democratic in national politics for one hundred years after the Civil War and why it has been heavily Republican since the 1960s.

[1H]Lesson 8: For Further Study Questions and Answers

[1#] 1. Research the life of Hiram Revels. Record the information on an African American form.

1. Hiram Revels (1822? - 1901) was born a free man of African American and Indian descent in Fayetteville, North Carolina. He was secretly taught to read by a free black woman. When he was about fifteen, Hiram became apprenticed to his brother as a barber in Lincolnton, North Carolina. After his brother died in 1841, Hiram managed his barber shop for a time.

However, Revels decided that he wanted to continue his education. He attended a Quaker seminary in Indiana and a black seminary in Ohio. In 1845, Revels was ordained as a minister in the African Methodist Episcopal church. Following his ordination, he traveled extensively, teaching and preaching in the old Northwest Territory states. In the early 1850s, Hiram married and attended Knox College in Illinois for two years. When he left Knox in 1857, Revels became the minister of an AME church in Baltimore and the principal of an African American high school.

When the Civil War began, Revels helped to organize black Union regiments in Maryland and Missouri. He became affiliated with the Freedmen's Bureau and moved to Mississippi, where he served as a minister and on the Natchez city council. In January of 1870, Revels became the first African American to be elected to the U.S. Senate from Mississippi.

2. Who was the only president besides Andrew Johnson to be impeached? What were the similarities and differences in these men and their trials?

2. Bill Clinton was impeached by the U.S. House of Representatives on December 19, 1998, and acquitted by the Senate on February 12, 1999.

Both Johnson and Clinton alienated a majority of Republicans in Congress. Andrew Johnson was the enemy of the Radical Republicans because he refused to accommodate their plans for Reconstruction. Bill Clinton was the enemy of the right-wing Republicans because he sought to block their “Contract with America.” He did so by accepting some of its more popular provisions and portraying the rest of its agenda as extremist. In both cases, moderate Republicans played an important role in the final outcome of their trials.

The enemies of both Johnson and Clinton saw them as personally unsuitable to be president. The Radical Republicans considered Johnson unsuitable because he was a stubborn southern Democrat and former slaveholder. Right-wing Republicans considered Clinton unsuitable because of his adulterous lifestyle and liberal values. In both the 1860s and the 1990s, Republicans began wide-ranging inquiries looking for impeachable offenses.

Many historians believe that Johnson’s impeachment dealt with a much more substantive constitutional issue than Clinton’s -- the power of the presidency in relation to the power of Congress. His impeachment arose from differences between the executive and legislative branches concerning how the country would be reunited and what the status of freed slaves would be. However, most historians do not consider Johnson’s actions to have been impeachable offenses, just as many do not believe that Clinton’s offenses met the constitutional standard of “high crimes and misdemeanors.”

3. Why did a Republican splinter group, known as the Liberal Republicans, oppose Grant’s re-election in 1872? With whom did they form an unlikely coalition? Who was the presidential candidate of this coalition and why was he a poor choice?

3. The Liberal Republican Party, formed in 1872, was opposed to the election of President Grant because they wanted to end government corruption and the military occupation of the South. Many of the original founders of the Republican party joined this movement, including Senator Charles Sumner of Massachusetts, the New York newspaper editor Horace Greeley, Senator Carl Schurz from Missouri, Chief Justice Salmon P. Chase, and Charles Francis Adams (son of John Quincy Adams). They formed an unlikely coalition with the Democrats, who agreed with the positions of the Liberal Republicans.

The presidential candidate of the Liberal Republicans in 1872 was Horace Greeley, who was also nominated by the Democrats. This was the only time in American history that a major political party embraced a third-party candidate. However, Greeley was seen as an eccentric who prided himself on taking extreme positions on many social issues. He was ridiculed as a vegetarian, spiritualist, and turncoat, a crazy man who was not an improvement over Grant. The most vicious attacks against Greeley came from Thomas Nast’s cartoons in <I>Harper’s Weekly<I>. When Grant was re-elected in a landslide victory, the Liberal Republican movement vanished quickly. Most of its members returned to the Republican Party, but some switched to the Democratic Party.

4. Find out why the United States was enjoying economic prosperity in the late 1860s and early 1870s. Discover what led to the Panic of 1873 and the six-year depression that followed.

4. The Civil War had spurred the growth of heavy industry and agriculture in the United States. Business continued to prosper during the shift from wartime to peacetime. However, the nation's economic growth was unregulated, and the nation's railroad system in particular was overbuilt. The country also had too much paper money (greenbacks) in circulation, which pleased debtors but worried bankers and conservative economists. Eventually, the existence of so many greenbacks led to higher prices and inflation. The Panic of 1873 was set off on September 18 when the Philadelphia banking firm of Jay Cooke and Company declared bankruptcy. This banking company had invested heavily in railroads and planned to provide the financing for a second transcontinental railroad. However, in September the firm realized that it had become overextended and declared bankruptcy, which touched off a series of devastating economic events that ended in a six-year depression.

The New York Stock Exchange closed for ten days. Almost 90 of the nation's 364 railroads went bankrupt, and as many as eighteen thousand American businesses failed between 1873 and 1875. Credit dried up, and factories shut down. By 1876, national unemployment was at 14 percent. During the depression the government pledged to begin redeeming over three hundred thousand dollars in greenbacks for their face value in gold. However, this did not alleviate the depression, which did not lift until the spring of 1879.

[1H]Lesson 8: For Further Study Younger Student Adaptations

[1#] 1. Show your students a photograph of Hiram Revels and share with them details about his life. Explain how rare it was for an African American to know how to read and write and to be elected to a political office during Reconstruction.

2. Many Americans do not really understand what the term *impeachment* means. Explain to your younger students that impeachment is like an indictment in a criminal trial (you will probably need to explain that word, also). If a president is impeached (or an individual indicted), then he must undergo a court trial (in the president's case, the court is the Senate and the chief justice of the Supreme Court presides). At the end of the trial he is either acquitted or convicted. Decide what details you want to share with them concerning the trials of President Johnson and President Clinton.

3. Instead of discussing Liberal Republicans with your younger students, focus on a review of the following terms: *carpetbaggers*, *scalawags*, and *redeemers*. See if you can find photographs and/or political cartoons related to these groups of people. Also find appropriate photographs to show them regarding the activities of the Ku Klux Klan. Help them see how turbulent life in the South was after the war ended.

4. Look for a book that offers a simple explanation of a financial panic, a depression, a recession, and inflation, as well as of the stock market. Find a way to help them become comfortable with these terms. Explain what happened in the 1870s in the United States, and let them know that the country faced other panics and depressions in the years ahead.