About the History Blueprint

Creating a Blueprint for History Education: Advancing Instruction, Assessment, Student Learning, and Engagement is a state-of-the-art program to address deficiencies in K-12 history education by providing a model for national innovation. Developed by the California History-Social Science Project (CHSSP), support for this initiative was also provided by the Walter and Elise Haas Fund and History Channel.

The Blueprint curriculum uses research-based strategies to develop critical thinking, reading, and writing to engage students, improve their learning, and address the achievement gap. The Blueprint includes tools for teachers and parents to measure their student’s progress and adapt their instruction accordingly. These tools also provide discipline-specific and Standards-aligned support for English learners and native speakers with low literacy. In sum, the History Blueprint provides an effective method to improve student understanding of history, reading comprehension, and writing ability.

Curriculum. Blueprint curriculum provides comprehensive units of instruction, including background materials, primary sources, detailed lesson plans, and visual resources. All curriculum is aligned with both the California Content Standards for History-Social Science and the Literacy in History/Social Studies section of the Common Core State Standards for English / Language Arts. Each unit combines:

- historical investigation - a discipline-specific form of inquiry-based learning
- relevant and carefully selected primary sources
- activities to improve students’ reading comprehension and writing ability
- methods to teach students how to discern and evaluate arguments based upon evidence.

Assessments. Blueprint units feature assessments to measure student content knowledge, Common Core skills, and critical thinking. In our second development phase, Blueprint assessments will be linked to a computerized data system that connects student responses to a diagnostic matrix to provide teachers and parents with suggestions to address specific student needs. The system will also provide rubrics for assessing student work, examples of student products (with commentary from experienced grade-level teachers), and instructions on interpretation and next steps. These formative and summative assessments:
evaluate students’ abilities to read documents critically
judge claims logically, draw connections
compose reasoned arguments, and
assess content knowledge.

Teacher Professional Development. Utilizing its state-wide network of experienced teacher leaders and university scholars, the California History-Social Science Project (CHSSP) will provide in-depth and ongoing professional development programming for teachers implementing Blueprint curriculum in their classrooms. Through summer programs, after school workshops, and ongoing online support, CHSSP leaders will provide:
• step-by-step instructions to use Blueprint resources
• programs to develop teacher content knowledge
• research-based methods to improve student thinking and literacy
• an effective approach to identify student needs quickly and select intervention strategies to meet those needs.

Support for Student Literacy. History is a text-based discipline and proficiency in content-specific academic literacy is crucial to student achievement, especially for English Learners. The Blueprint curriculum units, assessment tools, and professional development programs will incorporate the CHSSP’s innovative approach to literacy development into each lesson. Blueprint lesson plans will include specific strategies to:
• improve student reading comprehension of abstract expository text
• teach students how to write clearly and coherently
• enable English Learners and those reading below grade level to access primary sources, textbooks, and assessments

Blueprint Organization. Each Blueprint unit begins with a list of the major topics (the Lessons) and an overarching Historical Focus Question that guides the unit’s organization. In addition, each unit includes a Standards-alignment matrix and assumptions about student literacy and historical content understanding, in order to pinpoint the content and skills teachers need to cover before beginning. Individual lessons within the unit are organized similarly, but also include modifications for student literacy, step-by-step procedures, student worksheets, assessments, and teacher keys. Each step covers not only the procedures, but also a short, clear list of the ideas all students should walk away with from the lesson. Additional tools to support implementation include disciplinary icons to signify historical inquiry, assessment, focus questions, and literacy support.
The History Blueprint: The Civil War

Major Topics:
- The Road to War
- Secession
- Perspectives of Civil War Participants
- Major Battles
- The Presidency of Abraham Lincoln
- Emancipation and Freedom

Was the Civil War a War for Freedom?

The Civil War was a critical watershed in U.S. History, when the meaning of freedom for Americans and the meaning of union for the nation changed forever. This unit of study will focus on the events leading to war, the perspectives of those who fought in or lived through the war, and the effects of the war on individual citizens and the nation.

More specifically, this unit will address the causes of the Civil War, perspectives of Northerners, Southerners, and Abolitionists, and critical battles of the war. This unit also provides detailed instructions to support student analysis of a number of relevant primary sources, including five of Abraham Lincoln’s speeches, the Declaration of Independence and the Constitution, and the South Carolina Ordinance of Secession. The unit concludes as it begins with a focus on an engaging and historically significant question: Was the Civil War a War for Freedom?

In addition to teaching students about the Civil War, this unit teaches students how to read, write, and think historically, analyze historical evidence from primary and secondary sources and make interpretations. Students will practice Common Core reading and writing skills, especially identifying the perspective or point of view of a source, integrating information from visual and written sources, and identifying evidence from sources, and using that evidence to support an interpretation.
Assumptions

This unit will provide detailed instructions to develop student understanding of the Civil War, the discipline of history, and expository reading and writing ability. That said, students will benefit the most from this unit if they have met the following conditions. (Please note: In many states, including California, the Civil War is included as part of the 8th grade U.S. History curriculum).

Student Historical Knowledge

Prior to beginning this unit, students should have a basic understanding of the regional differences in geography, climate, and economy of the North, South and Western United States, from the colonial period until 1850. In addition, students should be familiar with the controversies surrounding the extension of slavery to the new western states and the compromises reached to avoid war prior to 1861. Finally, students should have a basic understanding of both the political philosophy and specific resolutions detailed in the Declaration of Independence.

Student Disciplinary Skills

This unit of study assumes that students can differentiate between a primary and secondary source and have had experience analyzing a primary source in the past. In addition, students should have some experience analyzing maps, graphs, and charts. Students should also be able to organize events chronologically, and have some idea about the difference between historical evidence and interpretation or inference.

Student Literacy

Students should be able to annotate text by circling key phrases and terms. Students should also be able to synthesize basic information (such as who, what, when, where, etc.) from their text. Finally, students should be able to write a logical thesis statement.
## Standards

### California History Social-Science Content Standard 8.9:
Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence; and **8.10:** Students analyze the multiple causes, key events, and complex consequences of the Civil War.


8.10.1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.

8.10.2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.

8.10.3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.

8.10.4. Discuss Abraham Lincoln’s presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).

8.10.5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.

8.10.6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee’s surrender at Appomattox.

8.10.7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.

### Common Core Reading Standards for Literacy in History/Social Studies and/or Writing Standards (Grades 6-8 Students) taught in this unit:

**RH 1.** Cite specific textual evidence to support analysis of primary and secondary sources.

**RH 2.** Determine the central ideas of information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

*Frederick Douglass, 1865-1880. Source: Library of Congress (http://www.loc.gov/pictures/item/bbh2003002435/PP/)*
RH 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH 5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH 6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH 7. Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH 9. Analyze the relationship between a primary and secondary source on the same topic.

WHST 1. Write arguments focused on discipline-specific content.

WHST 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Authors & Contributors

This unit was co-authored by a large and diverse group of history educators, working under the leadership of the California History-Social Science Project (CHSSP) statewide office at the University of California, Davis. This effort was led by CHSSP Coordinators Shennan Hutton and Beth Slutsky, and Lisa Hutton, Co-Director of the CSU Long Beach & Dominguez Hills site and Professor of Education at CSU Dominguez Hills.

Six 8th grade public school teachers from across California served as the original writers for this unit: Jasmin Brown (Lynwood Unified), Angela de la Torre (Mount Diablo Unified), Mark Ennen (Long Beach Unified), Amy Hale and Kristi Peckham (Orange Unified), and Jah Yee Woo (Oakland Unified). Profiles of these authors are included in Appendix ___.

In addition to CHSSP leaders and our team of teacher-authors, scholars Alice Fahs (UC Irvine) and Karen Halttunen (USC) provided content support and the History Blueprint Advisory Council, and K-12 school partners provided multiple edits to improve the draft.

Editing was provided by CHSSP Statewide Office Staff, including Coordinators Slutsky and Hutton, as well as Executive Director Nancy McTygue, Assistant Director Tuyen Tran, and Coordinator Shelley Brooks.

This unit was made possible by the generous support of the Walter and Elise Haas Fund and History Channel, in addition to California History-Social Science Project / California Subject Matter Project funding.
Civil War Lesson #4: Lincoln’s Speeches

Major Topics:

✓ Review of the Declaration of Independence
✓ Lincoln’s Address to the Illinois Republican Convention (the “House Divided” Speech)
✓ Lincoln’s First Inaugural Address
✓ The Emancipation Proclamation
✓ The Gettysburg Address
✓ Lincoln’s Second Inaugural Address

Why Did Lincoln Fight?

Abraham Lincoln’s public justification for war evolved over his years in public office. In fact, the entire meaning of freedom and equality - ideals of the Declaration of Independence – evolved during the war as well. As a senatorial candidate in the 1850s, Lincoln argued for the preservation of the Union and against the expansion of slavery to the west. As the war progressed, he emphasized freedom and the abolition of slavery more. While Lincoln's most famous act may have been freeing the slaves and so bringing “a new birth of freedom,” some historians argue that this was not his original intention.

This lesson gives students the opportunity to make their own interpretations to answer the focus question based on specific evidence from Lincoln’s speeches and comparisons with the Declaration of Independence. Sentence deconstruction activities help students understand Lincoln’s symbolism, abstraction, and 19th-century prose.
Procedures

Step 1: Reviewing the Declaration of Independence (Class Time: 15 minutes)

Distribute copies of CW4.1, The Declaration of Independence, and go over the excerpt, noting the goals of the document and the major ideas listed and explained below, with the whole class. Ask students to turn to one or two neighbors, and talk about how the writers of the Declaration would define freedom, based upon this excerpt. Have a few students share their definitions with the entire class. Ask them about the connection between the ideals of the Declaration of Independence and the reality of slavery. Many people in 1860 did not believe that slaves/black people (or Native Americans, or other non-white people, or women) should be equal to white men. One of the big questions historians ask about the Civil War is what Lincoln thought about abolishing slavery and bringing equality to freed slaves. No one can really know, because we cannot read Lincoln’s mind. Tell students that they will be investigating Lincoln’s perspective and how he dealt with the large questions of preserving the union and extending freedom and rights. Finally, explain to students that they will examine how Lincoln’s argument for war seemed to evolve over time.

Step 2: Predicting the Big Ideas (Class Time: 15 minutes)

Divide the class into five groups and give each group a different Wordle (CW4.2-The House Divided Wordle; CW4.3-The First Inaugural Address Wordle; CW4.4-The Emancipation Proclamation Wordle; CW4.5–The Gettysburg Address Wordle; and CW4.6-The Second Inaugural Address Wordle). Explain how the Wordle works (the larger the word, the more often it appears in the graphic). Ask groups to discuss which words are most prominent in their Wordle, what they predict about the topic of the speech, and how their speech might help them answer the focus question. Ask a volunteer from each of the five groups to share their predictions about the speech. Chart these findings on butcher paper and post on the wall under the heading, “Why did Lincoln Fight?”

Step 3: Analyzing Lincoln’s Speeches (Class Time: 50 minutes)

Distribute CW4.7 – Analyzing Lincoln’s Speeches. Starting with the House Divided speech, introduce each document with a brief outline of background information, emphasizing the historical context of the speech, which is summarized in the “Background” section of each document. Read or have students read the excerpt aloud, and then silently to themselves. Direct students to underline the sentence that gives Lincoln’s reason(s) for fighting the war. Next, have students use the sentence deconstruction activity to help them focus on a small section of the excerpt. Finally, have students re-read the document to answer the questions at the bottom of each page: What is the document about? How does this speech relate to the Declaration of Independence? What does this speech tell us about the Lincoln’s reasons for fighting? Repeat for Lincoln’s First Inaugural, the Emancipation Proclamation, and Lincoln’s Second Inaugural. When they are done, discuss any new information and insights they have gained, to return once again to the lesson focus question, “Why did Lincoln Fight?” Chart their answers to the last question on the butcher paper (see CW4.8 - Wall Chart: Why Did Lincoln Fight? for a model). If the students need more literacy support, guide them through the questions using the Additional Literacy Strategy for Analyzing Lincoln’s Speeches (CW4.9).
Step 4: Making an Interpretation (Class Time: 50 minutes)

Distribute CW4.10 – Historical Interpretation: How did Lincoln’s reasons for fighting change over time? Review the three interpretation starters to explain change patterns and divide them into small groups. Tell them to discuss the question, choose one of the interpretation starters, and fill it in to create an interpretation, using CW4.7, as well as the class notes on the wall chart. Then instruct students to fill out the EAR Evidence chart. Finally, have students return to their Historical Figure profile (CW3.1) to answer the final question, which asks them to speculate about the response their figure might make to these speeches. If time permits, ask a few to share their interpretations and one or two pieces of evidence from the EAR chart that they find most convincing.

After collecting student papers, ask students what they have learned about the meaning of freedom from this lesson. Add their comments to the Freedom Chart. Make sure that the students understand: 1) Even though Lincoln is famous for abolishing slavery, he did not enter into the Civil War with the public goal of ending slavery. His main reason was to preserve the Union. 2) with the Emancipation Proclamation, Lincoln changed his (public) reasons for fighting the war to include freedom for the slaves, while still keeping the reason of preserving the Union, and 3) the end of slavery during the Civil War marked a fuller realization of the ideals of the Declaration of Independence.

Modifications / Support for Student Literacy

The Declaration of Independence (CW4.1)
This document includes a specific excerpt from the Declaration and then an explanation of each part of the excerpt. If students are not challenged by the language, feel free to disregard the notes below the excerpt.

Analyzing Lincoln’s Speeches (CW4.6)
Each excerpt includes a sentence deconstruction activity, designed to support student reading comprehension. For EL students, use the Additional Literacy Strategy for Analyzing Lincoln’s Speeches (CW4*)

Making an Interpretation (CW4.7)
The purpose of the interpretation starters is to structure the development of the students’ interpretations. If students do not need this level of support and structure, disregard these structures. It is strongly recommended that you have students at all levels complete the EAR Evidence chart. If time permits, have students write a paragraph answering the prompt.
The Declaration of Independence officially declared America’s independence from Great Britain. In addition, the document listed a number of complaints against King George, and most importantly, explained a political philosophy that bound the new country together, inspired leaders before, during, and after the Civil War, and continues to guide our democracy today.

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government....”

Important quotes, with explanations, to remember from the Declaration:

- “... all men are created equal.”
- “that they are endowed by their Creator with certain unalienable Rights,”
  - God has given men rights that cannot be taken away. These are often referred to as “natural rights.”
- “that among these are Life, Liberty and the pursuit of Happiness.”
  - These rights include the right to Life, Liberty [freedom] and the pursuit of Happiness [widely considered the right to own property].
- “That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed”
  - To get these rights, men create governments. These governments have authority or power only when given to them by the people.
- “That whenever any Form of Government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new Government....”
  - Citizens have the right to change or get rid of a government when it doesn’t protect their natural rights.
CW4.3- Lincoln’s First Inaugural Address (March 4, 1861) Wordle
CW4.4- Emancipation Proclamation (January 1, 1863) Wordle
CW4.5 - The Gettysburg Address (November 19, 1863) Wordle
CW4.7- Analyzing Lincoln’s Speeches: “House Divided” (June 16, 1858)

Worldle Prediction: What did the Wordle of this speech tell us about Lincoln’s reason for going to war?

Background: Lincoln gave this speech in Springfield, Illinois, at the close of the Republican State convention which named him as the Republican candidate for U.S. Senator. Senator Douglas, a Democrat, was not present. This was before the Civil War, when both men were running for the U.S. Senate. Lincoln lost to Douglas.

Excerpt: “…A house divided against itself cannot stand. I believe this government cannot endure permanently half slave and half free. I do not expect the Union to be dissolved--I do not expect the house to fall--but I do expect it will cease to be divided. It will become all one thing, or all the other. Either the opponents of slavery will arrest the further spread of it, and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction; or its advocates will push it forward, till it shall become alike lawful in all the States, old as well as new--North as well as South....”

Sentence Deconstruction:

<table>
<thead>
<tr>
<th>Who (subject) Historical actors</th>
<th>Action words (verbs/ verb phrases)</th>
<th>Who, What, Where Message</th>
<th>Questions or conclusions - What connections can you make from this information?</th>
</tr>
</thead>
<tbody>
<tr>
<td>believe</td>
<td>cannot endure permanently</td>
<td>half slave and half free</td>
<td>What does Lincoln believe will happen to the division of the U.S. into slave and free states?</td>
</tr>
</tbody>
</table>
### CW4.7- Analyzing Lincoln’s Speeches (‘‘House Divided,’’ continued)

**Excerpt Analysis:**

<table>
<thead>
<tr>
<th>Review: Ideas from the Declaration of Independence</th>
<th>Does the “House Divided” speech relate to the Declaration of Independence? If so, how? If not, why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• “All men are created equal”</td>
<td></td>
</tr>
<tr>
<td>• People have rights given to them by God, which include the right to life, liberty, and the pursuit of happiness (understood to include property)</td>
<td></td>
</tr>
<tr>
<td>• Citizens have the right to change, get rid of, or create new governments when they don’t protect the peoples’ (natural) rights</td>
<td></td>
</tr>
</tbody>
</table>

**What was Lincoln arguing?**

Lincoln made this speech two years before the Civil War began. What does this speech tell you about Lincoln’s intentions for going to war?
CW4.7- Analyzing Lincoln’s Speeches: “First Inaugural Address” (March 4, 1861)

Wordle Prediction: What did the Wordle of this speech tell us about Lincoln’s reasons for going to war?

Background: Abraham Lincoln won 40% of the popular vote in 1860 and almost 60% of the electoral vote. However, his name was not even on the ballot in some Southern states, and he received no votes from the south. Lincoln’s election was due, in part, to the fact that the opposition split their support between three different candidates.

Excerpt: “…In your hands, my dissatisfied fellow countrymen, and not in mine, is the momentous issue of civil war. The government will not assail you. You can have no conflict without being yourselves the aggressors. You have no oath … to destroy the government, while I shall have the most solemn one to preserve, protect, and defend it.

I am loath to close. We are not enemies, but friends. We must not be enemies. Though passion may have strained, it must not break our bonds of affection. The mystic chords of memory, stretching from every battle-field, and patriot grave, to every living heart and hearth-stone, all over this broad land, will yet swell the chorus of the Union, when again touched, as surely they will be, by the better angels of our nature.”

Sentence Deconstruction:

<table>
<thead>
<tr>
<th>Circumstances</th>
<th>Who (subject) Historical actors</th>
<th>Verb / Verb Phrase</th>
<th>Who, What, Where Message</th>
<th>Questions or conclusions-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>You (the states that have seceded)</td>
<td>have</td>
<td></td>
<td>What is Lincoln trying to persuade the South to believe?</td>
</tr>
<tr>
<td></td>
<td>while</td>
<td>I (Lincoln)</td>
<td>shall have</td>
<td></td>
</tr>
</tbody>
</table>
CW4.7- Analyzing Lincoln’s Speeches (First Inaugural, continued)

Excerpt Analysis:

<table>
<thead>
<tr>
<th>Review: Ideas from the Declaration of Independence</th>
<th>Does the First Inaugural Address speech relate to the Declaration of Independence? If so, how? If not, why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>“All men are created equal”</td>
<td></td>
</tr>
<tr>
<td>People have rights given to them by God, which include the right to life, liberty, and the pursuit of happiness (understood to include property)</td>
<td></td>
</tr>
<tr>
<td>Citizens have the right to change, get rid of, or create new governments when they don’t protect peoples’ (natural) rights</td>
<td></td>
</tr>
</tbody>
</table>

What was Lincoln arguing?

What does this speech tell you about Lincoln’s reasons for going to war?
CW4.7- Analyzing Lincoln’s Speeches: “Emancipation Proclamation” (January 1, 1863)

Wordle Prediction: What did the Wordle of this speech tell us about Lincoln’s reasons for going to war?

Background: After two years of war, Lincoln decided to free the slaves in the Confederacy (but not those in Union states). On September 22, 1862, he issued the preliminary version of this proclamation [announcement] which said that the final document would take effect January 1, 1863.

Excerpt: “... all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom...

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service...”

Sentence Deconstruction:

| Connect- or words | Who (subject) Historical actors | Verbs/ Verb phrases | Who, What, Where Message | Questions or conclusions-
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>held</td>
<td>as slaves within any State or designated part of a State,</td>
<td>Who are the “persons” that Lincoln is referring to and where do they live?</td>
<td></td>
</tr>
<tr>
<td>_______ whereof (in rebel states)</td>
<td>shall then be</td>
<td>In rebellion against the United States</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_______ __________</td>
<td>shall be</td>
<td>then, thenceforward, and forever free...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>And</td>
<td>further declare and make known,</td>
<td></td>
<td>How will this proclamation affect the Union military?</td>
<td></td>
</tr>
<tr>
<td>that</td>
<td>will be received</td>
<td>into the armed service of the United States...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**CW4.7- Analyzing Lincoln’s Speeches (Emancipation Proclamation, continued)**

**Excerpt Analysis:**

<table>
<thead>
<tr>
<th>Review: Ideas from the Declaration of Independence</th>
<th>Does the Emancipation Proclamation relate to the Declaration of Independence? If so, how? If not, why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• “All men are created equal”</td>
<td></td>
</tr>
<tr>
<td>• People have rights given to them by God, which include the right to life, liberty, and the pursuit of happiness (understood to include property)</td>
<td></td>
</tr>
<tr>
<td>• Citizens have the right to change, get rid of, or create new governments when they don’t protect peoples’ (natural) rights</td>
<td></td>
</tr>
</tbody>
</table>

**What was Lincoln arguing?**

**What does this speech tell you about Lincoln’s reasons for fighting the war?**
CW4.7- Analyzing Lincoln’s Speeches: “Gettysburg Address” (November 19, 1863)

Wordle Prediction: What did the Wordle of this speech tell us about Lincoln’s reasons for going to war?

Background: Six months after the Union victory in the Battle of Gettysburg, Lincoln gave this speech as part of a dedication of the Gettysburg cemetery. 23,000 Union and 28,000 Confederacy soldiers died at the battle of Gettysburg.

“Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.”
CW4.7- Analyzing Lincoln’s Speeches (Gettysburg Address, continued)

Sentence Deconstruction:

<table>
<thead>
<tr>
<th>Time marker words</th>
<th>Who (subject) Historical actors</th>
<th>Verbs / Verb Phrases</th>
<th>Who, What, Where Message</th>
<th>Questions or conclusions-</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is rather for</td>
<td>us (our country)</td>
<td>to the great task remaining before us</td>
<td></td>
<td>What was the unfinished task?</td>
</tr>
<tr>
<td>that from these honored dead</td>
<td>we</td>
<td>increased devotion</td>
<td></td>
<td>How did Lincoln think the people could honor those who died?</td>
</tr>
<tr>
<td>to that</td>
<td>cause for which they (________) here</td>
<td>the last full measure of devotion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-- that</td>
<td>we</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>that</td>
<td>these dead</td>
<td>in vain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-- that</td>
<td>this nation, under God,</td>
<td>a new birth of freedom</td>
<td></td>
<td>What does “a new birth of freedom” mean?</td>
</tr>
<tr>
<td>-- and that</td>
<td>government of the people, by the people, for the people,</td>
<td>from the earth.</td>
<td></td>
<td>Why did Lincoln think the people of the Union should continue fighting the war?</td>
</tr>
</tbody>
</table>
CW4.7- Analyzing Lincoln’s Speeches (Gettysburg Address, continued)

Excerpt Analysis:

<table>
<thead>
<tr>
<th>Review: Ideas from the Declaration of Independence</th>
<th>Does the Gettysburg Address relate to the Declaration of Independence? If so, how? If not, why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;All men are created equal&quot;</td>
<td></td>
</tr>
<tr>
<td>People have rights given to them by God, which include the right to life, liberty, and the pursuit of happiness (understood to include property)</td>
<td></td>
</tr>
<tr>
<td>Citizens have the right to change, get rid of, or create new governments when they don’t protect peoples’ (natural) rights</td>
<td></td>
</tr>
</tbody>
</table>

What was Lincoln arguing?

What does this speech tell you about Lincoln’s reasons for fighting the war?
CW4.7- Analyzing Lincoln’s Speeches: The Second Inaugural Address (March 4, 1865)

Wordle Prediction: What did the Wordle of this speech tell us about Lincoln’s reasons for going to war?

Background: After four years of bloody war, the Union re-elected Lincoln. The defeat of the Confederacy was near, and many slaves were now free. In his Second Inaugural Address, Lincoln argued for reunification and rebuilding the South.

Excerpt: ”...One-eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was somehow the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union even by war, while the Government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war the magnitude or the duration which it has already attained. Neither anticipated that the cause of the conflict might cease with or even before the conflict itself should cease…”

Sentence Deconstruction:

<table>
<thead>
<tr>
<th>Connector words</th>
<th>Who (subject) Historical actors</th>
<th>Verbs/ Verb phrases</th>
<th>Who, What, Where Message</th>
<th>Questions or conclusions-</th>
</tr>
</thead>
<tbody>
<tr>
<td>These slaves</td>
<td>constituted</td>
<td></td>
<td></td>
<td>What is the peculiar and powerful interest and what did it have to do with the start of the war?</td>
</tr>
<tr>
<td>All</td>
<td>knew</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>that</td>
<td>this interest (____________)</td>
<td>was somehow</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Review: Ideas from the Declaration of Independence

- “All men are created equal”
- People have rights given to them by God, which include the right to life, liberty, and the pursuit of happiness (understood to include property)
- Citizens have the right to change, get rid of, or create new governments when they don’t protect people’s (natural) rights

Does the Second Inaugural Address relate to the Declaration of Independence? If so, how? If not, why not?

What was Lincoln arguing?

What does this speech tell you about Lincoln’s reasons for going to war?
CW4.7K- Analyzing Lincoln’s Speeches: “House Divided” Key

Sentence Deconstruction:

<table>
<thead>
<tr>
<th>Who (subject) Historical actors</th>
<th>Action words (verbs/ verb phrases)</th>
<th>Who, What, Where Message</th>
<th>Questions or conclusions- What connections can you make from this information?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I (Lincoln)</td>
<td>believe</td>
<td>half slave and half free</td>
<td>What does Lincoln believe will happen to the division of the U.S. into slave and free states?</td>
</tr>
<tr>
<td>this government</td>
<td>cannot endure permanently</td>
<td></td>
<td>He believes that it cannot last and the U.S. will become either all slave or all free.</td>
</tr>
</tbody>
</table>

Excerpt Analysis:

Review: Ideas from the Declaration of Independence
- “All men are created equal”
- People have rights given to them by God, which include the right to life, liberty, and the pursuit of happiness (understood to include property)
- Citizens have the right to change, get rid of, or create new governments when they don’t protect the peoples’ (natural) rights

Does the “House Divided” speech relate to the Declaration of Independence? If so, how? If not, why not?
This speech does relate to the Declaration of Independence because he is talking about slavery and freedom. The Declaration says that people have rights to liberty (freedom).

What was Lincoln arguing?
He predicted that the country couldn’t continue to be divided over the issue of slavery, that the issue would be decided one way or another.

Lincoln made this speech two years before the Civil War began. What does this speech tell you about Lincoln’s intentions for going to war?
Lincoln didn’t say exactly why he would go to war, but he did predict that the country couldn’t continue to be divided over the issue of slavery, and that the Union would not dissolve.
CW4.7K - Analyzing Lincoln’s Speeches: “First Inaugural Address” Key

Sentence Deconstruction:

<table>
<thead>
<tr>
<th>Circumstances</th>
<th>Who (subject) Historical actors</th>
<th>Verb / Verb Phrase</th>
<th>Who, What, Where Message</th>
<th>Questions or conclusions-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>You (the states that have seceded)</td>
<td>have</td>
<td>no oath</td>
<td>What is Lincoln’s oath?</td>
</tr>
<tr>
<td></td>
<td>while</td>
<td>I (Lincoln)</td>
<td>shall have</td>
<td>Why does he say that the seceded states have no oath?</td>
</tr>
</tbody>
</table>

Excerpt Analysis:

Review: Ideas from the Declaration of Independence
- “All men are created equal”
- People have rights given to them by God, which include the right to life, liberty, and the pursuit of happiness (understood to include property)
- Citizens have the right to change, get rid of, or create new governments when they don’t protect peoples’ (natural) rights

Does the First Inaugural Address speech relate to the Declaration of Independence? If so, how? If not, why not?
Students may answer yes or no to this question.
No, because he does not speak of rights or equality in this address.
Yes, because he is reacting to the South’s claim that they can destroy (get rid of) a government because they think the government doesn’t protect their rights.
Yes, because he is reminding them of their revolutionary past.

What was Lincoln arguing?
Lincoln was arguing that he didn’t want war and he wouldn’t go to war unless the South attacked.

What does this speech tell you about Lincoln’s reasons for going to war?
Lincoln would go to war to preserve, protect, and defend the government (the Union.)
CW4.7K - Analyzing Lincoln’s Speeches: “Emancipation Proclamation” Key

Sentence Deconstruction:

<table>
<thead>
<tr>
<th>Connect-</th>
<th>Who (subject) Historical actors</th>
<th>Verbs/ Verb phrases</th>
<th>Who, What, Where Message</th>
<th>Questions or conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>or words</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All persons</td>
<td>held</td>
<td>as slaves within any State or designated part of a State,</td>
<td>Who are the “persons” that Lincoln is referring to and where do they live?</td>
</tr>
<tr>
<td></td>
<td>the people whereof (in rebel states)</td>
<td>shall then be</td>
<td>In rebellion against the United States</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[persons held as slaves in rebel states]</td>
<td>shall be</td>
<td>then, thenceforward, and forever free...</td>
<td></td>
</tr>
</tbody>
</table>

And

| | I (Lincoln] | further declare and make known, | | How will this proclamation affect the Union military? |

that

| | such persons of suitable condition | will be received | into the armed service of the United States... | |

Excerpt Analysis:

Review: Ideas from the Declaration of Independence

- “All men are created equal”
- People have rights given to them by God, which include the right to life, liberty, and the pursuit of happiness (understood to include property)
- Citizens have the right to change, get rid of, or create new governments when they don’t protect peoples’ (natural) rights

Does the Emancipation Proclamation relate to the Declaration of Independence? If so, how? If not, why not?

It relates directly to the Declaration of Independence because Lincoln is declaring that the slaves in the Confederacy are free (right to liberty.)

What was Lincoln arguing?

This was an order rather than a argumentative speech. Lincoln ordered that the slaves in the rebellious states were now free and would be protected by the government, and received into the military.

What does this speech tell you about Lincoln’s reasons for fighting the war?

Since the purpose of this proclamation is to free the slaves in Confederate states, now one of the reasons for fighting the war is to give slaves their freedom.
CW4.7K - Analyzing Lincoln’s Speeches: “Gettysburg Address” Key

Sentence Deconstruction:

<table>
<thead>
<tr>
<th>-Time marker -Connector words -Prepositional phrase -Circumstances</th>
<th>Who (subject) Historical actors</th>
<th>Verbs / Verb Phrases</th>
<th>Who, What, Where Message</th>
<th>Questions or conclusions-</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is rather for</td>
<td>us (our country)</td>
<td>to be here dedicated</td>
<td>to the great task remaining before us</td>
<td>What was the unfinished task? <em>The task is winning the war.</em></td>
</tr>
<tr>
<td>that from these honored dead</td>
<td>we</td>
<td>take</td>
<td>increased devotion</td>
<td>How did Lincoln think people could honor those who died?</td>
</tr>
<tr>
<td>to that cause for which they (the dead soldiers) here</td>
<td>gave</td>
<td>the last full measure of devotion</td>
<td>Lincoln thought that people could honor the dead soldiers by having even more devotion to fight in the war.</td>
<td></td>
</tr>
<tr>
<td>-- that we</td>
<td>here highly resolve</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>that these dead</td>
<td>shall not have died</td>
<td>in vain</td>
<td>What does “a new birth of freedom” mean? <em>The end of slavery</em></td>
<td></td>
</tr>
<tr>
<td>-- that this nation, under God,</td>
<td>shall have</td>
<td>a new birth of freedom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-- and that government of the people, by the people, for the people,</td>
<td>shall not perish</td>
<td>from the earth.</td>
<td>Why did Lincoln think the people of the Union should continue fighting the war?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lincoln thought the Union should continue fighting to honor the dead soldiers; to bring a new birth of freedom (an end to slavery), and to save the Union.</td>
<td></td>
</tr>
</tbody>
</table>
Excerpt Analysis:

<table>
<thead>
<tr>
<th>Review: Ideas from the Declaration of Independence</th>
<th>Does the Gettysburg Address relate to the Declaration of Independence? If so, how? If not, why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• “All men are created equal”</td>
<td>Lincoln quoted from the Declaration of Independence “all men are created equal,” and emphasized the new birth of freedom, which means freedom (liberty) for the former slaves. He was saying that freedom for the slaves is a fulfillment of the Declaration of Independence.</td>
</tr>
<tr>
<td>• People have rights given to them by God, which include the right to life, liberty, and the pursuit of happiness (understood to include property)</td>
<td></td>
</tr>
<tr>
<td>• Citizens have the right to change, get rid of, or create new governments when they don’t protect peoples’ (natural) rights</td>
<td></td>
</tr>
</tbody>
</table>

What was Lincoln arguing?

*Lincoln was arguing that the soldiers had dedicated the battlefield by their sacrifice, and that the Union was worth fighting for because it was a nation governed by and for the people, and it promised all men equality. Now there would be even more freedom, because there were to be no more slaves.*

What does this speech tell you about Lincoln’s reasons for fighting the war?

*He argues that we must fight the war to honor those soldiers who have already died, to bring a “new birth of freedom” (an end to slavery, a realization of the Declaration of Independence, equality), and to preserve the Union (government by the people).*
CW4.7K - Analyzing Lincoln’s Speeches: The Second Inaugural Address Key

Sentence Deconstruction:

<table>
<thead>
<tr>
<th>Connector words</th>
<th>Who (subject) Historical actors</th>
<th>Verbs/ Verb phrases</th>
<th>Who, What, Where Message</th>
<th>Questions or conclusions-</th>
</tr>
</thead>
<tbody>
<tr>
<td>These slaves</td>
<td>constituted</td>
<td>a peculiar and powerful interest</td>
<td>What is the peculiar and powerful interest and what did it have to do with the start of the war?</td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>knew</td>
<td></td>
<td></td>
<td>A peculiar and powerful interest means that certain people really wanted to keep slavery and that’s why the war started</td>
</tr>
<tr>
<td>that</td>
<td>this interest (the slaves)</td>
<td>was somehow</td>
<td>the cause of the war</td>
<td></td>
</tr>
<tr>
<td>Neither (Union or Confederacy/ Government or insurgents)</td>
<td>anticipated</td>
<td></td>
<td>Lincoln is saying that at the beginning of the war, the Union and the Confederacy did not think that slavery would end before the war was over.</td>
<td></td>
</tr>
<tr>
<td>that</td>
<td>the cause of the conflict (the slaves)</td>
<td>might cease</td>
<td>with or even before the conflict itself should cease</td>
<td></td>
</tr>
</tbody>
</table>

Excerpt Analysis:

Review: Ideas from the Declaration of Independence

- “All men are created equal”
- People have rights given to them by God, which include the right to life, liberty, and the pursuit of happiness (understood to include property)
- Citizens have the right to change, get rid of, or create new governments when they don’t protect peoples’ (natural) rights

Does the Second Inaugural Address relate to the Declaration of Independence? If so, how? If not, why not?

This excerpt relates to the Declaration of Independence because Lincoln is saying that slavery (the opposite of liberty) was the cause of the war.

What was Lincoln arguing?

Lincoln is arguing that slavery was the cause of the war, but that neither side thought that slavery would end before the war ended.

What does this speech tell you about Lincoln’s reasons for going to war?

Lincoln recognized that slavery caused the war, but he did not originally go to war to end slavery. He was surprised that slavery ended before the war ended.
## CW4.8 – Wall Chart: Why did Lincoln Fight?

<table>
<thead>
<tr>
<th>Document and Date</th>
<th>Wordle Predictions</th>
<th>What was Lincoln’s argument for fighting the war?</th>
</tr>
</thead>
<tbody>
<tr>
<td>“House Divided” Speech</td>
<td>Answers will vary</td>
<td>He made this speech before the war, and he is foreshadowing the coming conflict. He predicts that the country couldn’t continue to be divided over the issue of slavery, that the issue would be decided one way or another.</td>
</tr>
<tr>
<td>June 16, 1858</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Inaugural Address</td>
<td>Answers will vary</td>
<td>Lincoln would go to war to preserve, protect, and defend the government (the Union.)</td>
</tr>
<tr>
<td>March 4, 1861</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emancipation Proclamation</td>
<td>Answers will vary</td>
<td>Since the purpose of this proclamation is to free the slaves in Confederate states, one of the reasons for fighting the war now is to give slaves their freedom.</td>
</tr>
<tr>
<td>January 1, 1863</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gettysburg Address</td>
<td>Answers will vary</td>
<td>He argues that we must fight the war to honor those soldiers who have already died, to bring a “new birth of freedom” (an end to slavery, a realization of the Declaration of Independence, equality), and to preserve the Union (government by the people).</td>
</tr>
<tr>
<td>November 19, 1863</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Inaugural Address</td>
<td>Answers will vary</td>
<td>He says that slavery was the cause of the war, even though “the government” (that is, his administration) only wanted to prevent the extension of slavery.</td>
</tr>
<tr>
<td>March 4, 1865</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CW4.9 – Additional Literacy Strategy for Analyzing Lincoln’s Speeches

This strategy focuses English Learners and students with low literacy skills on small pieces of the primary source text to answer one question at a time. It is completely teacher-directed and will take additional time.

1. Show the students the House Divided Wordle and ask them to predict what they think the speech will be about. Divide students into pairs or small groups. Read House Divided Speech aloud. Tell them to look at the second question (What was Lincoln arguing?) and find the piece in the text that answers the question. Explain that “arguing” means “making a point,” or “stating his main idea.” Underline that piece in the text and answer the second question.

2. When they’re done, ask for answers. Record answers on butcher paper or overhead. Ask as a follow-up: what piece of the text helped you find that answer? Record incorrect answers at this point as well.

3. Tell the students that they are going to look closely at a sentence you selected. Then guide the students through the sentence deconstruction boxes. Have them fill in the boxes one-by-one and then answer the question in the last box. Have them look at the second question again. If students had made a mistake on their initial answer to the second question, they can now correct themselves (and more importantly, understand why they were wrong.)

4. Tell them to look at the first question and find the piece in the text that answers the question. Tell them to circle the point in the Declaration of Independence notes & circle the corresponding piece in the speech text. Then they should write an answer to the question.

5. Have a few students share their answers and ask them to quote the text that supports their answer. Record their answers on butcher paper or the overhead.

6. Tell them to look at the third question and find the piece in the text that answers it. Tell them to draw a box around the piece in the text which supports their answer, and write their answer on the chart.

7. Follow this process for the First Inaugural Address, the Emancipation Proclamation, the Gettysburg Address, and the Second Inaugural Address.
CW4.10 – Historical Interpretation: How did Lincoln’s reasons for fighting the war change over time?

Directions: You have been considering the question, “Why did Lincoln fight?” as you analyzed excerpts from five of his speeches. You have seen that he did not always state the same reason or reasons for fighting the war, but that his reasons changed over time (that is, as time went on, Lincoln stated different reasons.) Now that you have evidence from five speeches in order, spread out over the length of the war, the focus question changes to: “How did Lincoln’s reasons for fighting the war change over time?” When historians interpret change over time, they look at what was said in the beginning, when and how it changed, and what was said at the end.

In order to answer this question, you have to make an interpretation. An interpretation is an educated opinion, your opinion based on the evidence (from the speeches.) There is no one right interpretation, but an interpretation is wrong if the evidence does not support it, or if some evidence contradicts it. Like a main idea or thesis, an interpretation is a general statement only one or two sentences long.

Part A: Making an Interpretation: How did Lincoln’s reasons for fighting change over time?

Here are three “interpretation starters.” Discuss them with your group, select the starter that best fits your interpretation, and fill in the blanks. Then write your interpretation in the space below.

A. In the beginning, Lincoln argued that the reason for fighting was ____________________________, but by the end of the war, his reason(s) had changed to ____________________________.

B. In all of his speeches, Lincoln had the same reason(s) for fighting the war, which was ________________________________.

C. In the beginning, Lincoln argued that the reason for fighting was ____________________________, but by the end of the war, he added a reason(s), which was (were) ________________________________.

Focus Question: How did Lincoln’s reasons for fighting change over time?

Interpretation: ____________________________________________________________

______________________________________________________________
CW4.10 – Historical Interpretation: How did Lincoln’s reasons for fighting the war change over time? (cont.)

Part B: Selecting Evidence
You need evidence to support your interpretation. For a change-over-time interpretation, historians usually give evidence from (1) the beginning, (2) the point of change, and (3) the end. They choose the best pieces of evidence to support their interpretation. Use this evidence gathering chart to record and analyze three pieces of evidence that support your interpretation.

### EVIDENCE GATHERING CHART

<table>
<thead>
<tr>
<th>EVIDENCE</th>
<th>ANALYSIS</th>
<th>RELEVANCE</th>
<th>SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use “quotation” marks</strong>&lt;br&gt;<strong>Use ellipses (…) to take out parts of sentences</strong></td>
<td><strong>What does this mean?</strong>&lt;br&gt;<strong>This means that …</strong>&lt;br&gt;<strong>(explanation of evidence)</strong></td>
<td><strong>How does this support your interpretation?</strong>&lt;br&gt;<strong>This relates to ______ (interpretation) because …</strong></td>
<td><strong>Write down your citation information</strong></td>
</tr>
</tbody>
</table>

**Beginning:**
What was Lincoln’s reason(s) for fighting the war in the beginning?<br>(House Divided or First Inaugural)

**Point of Change:**
When and how did Lincoln’s reason(s) for fighting the war change?

**End:**
What was Lincoln’s reason(s) for fighting the war in the end?<br>(Gettysburg Address & Second Inaugural)
CW4.10 – Historical Interpretation: How did Lincoln’s reasons for fighting the war change over time? (cont.)

Part C: Response from Historical Figure

Decide which document would be most important to your historical figure. Write a letter, diary entry, or speech describing, from your figure’s point of view, how he or she would feel or react after hearing about Lincoln’s speech.
CW4.10K - Historical Interpretation: How did Lincoln’s reasons for fighting the war change over time Key?

Part A: Making an Interpretation: How did Lincoln’s reasons for fighting change over time?

Because of the nature of interpretation, student answers will vary considerably. The best option is C, but allow variation, as long as the students understand the main concept. If re-teaching is needed, post a few student interpretations (anonymously) on the board, and ask students how they might be improved. Incorporate good suggestions into the interpretation on the board.

A. In the beginning, Lincoln argued that the reason for fighting was ________________________________, but by the end of the war, his reason(s) had changed to ________________________________.

B. In all of his speeches, Lincoln had the same reason(s) for fighting the war, which was ________________________________.

C. In the beginning, Lincoln argued that the reason for fighting was to preserve the Union, but by the end of the war, he added a reason, which was to end slavery.

Another possible reason: to honor the dead soldiers.

Focus Question: How did Lincoln’s reasons for fighting change over time?

Interpretation: In the beginning, Lincoln argued that the reason for fighting was to preserve the Union, but by the end of the war, he added a reason, which was to end slavery.
### CW4.10K - Historical Interpretation Key (cont.)

#### Part B: Selecting Evidence

The evidence that students select will vary also. Sharing good evidence, analysis and relevance examples with the class (student work shown anonymously) can reinforce this concept.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Analysis</th>
<th>Relevance</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EVIDENCE</strong>&lt;br&gt;Use “quotation” marks&lt;br&gt;Use ellipses (…) to take out parts of sentences</td>
<td><strong>ANALYSIS</strong>&lt;br&gt;What does this mean?&lt;br&gt;This means that ...&lt;br&gt;(explanation of evidence)</td>
<td><strong>RELEVANCE</strong>&lt;br&gt;How does this support your interpretation?&lt;br&gt;This relates to ... (interpretation) because ...</td>
<td><strong>SOURCE</strong>&lt;br&gt;Write down your citation information</td>
</tr>
<tr>
<td><strong>Beginning:</strong>&lt;br&gt;What was Lincoln’s reason(s) for fighting the war in the beginning?&lt;br&gt;(House Divided or First Inaugural)</td>
<td>“...I shall have the most solemn one [oath] to preserve, protect, and defend it [the government].”</td>
<td>This means that Lincoln thought it was his sacred duty to save the Union.</td>
<td>First Inaugural Address (March 4, 1861)</td>
</tr>
<tr>
<td><strong>Point of Change:</strong>&lt;br&gt;When and how did Lincoln’s reason(s) for fighting the war change?</td>
<td>“…all persons held as slaves ... shall be then, thenceforward, and forever free…”</td>
<td>This means that Lincoln was freeing the slaves in the Confederacy.</td>
<td>Emancipation Proclamation (January 1, 1863)</td>
</tr>
<tr>
<td><strong>End:</strong>&lt;br&gt;What was Lincoln’s reason(s) for fighting the war in the end?&lt;br&gt;(Gettysburg Address &amp; Second Inaugural)</td>
<td>“…that this nation, under God, shall have a new birth of freedom…”</td>
<td>This means that winning the war will bring freedom to the slaves and make a better United States.</td>
<td>Gettysburg Address (November 19, 1863)</td>
</tr>
</tbody>
</table>

#### Part C: Response from Historical Figure

*Student responses will vary. The two key points are that the students interpret Lincoln’s perspective correctly and that they can articulate their historical figure’s perspective (in reaction) correctly.*