

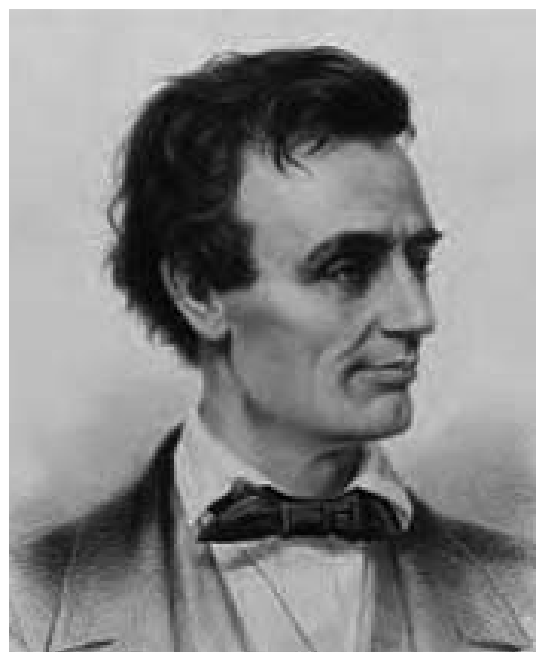
"Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in liberty, and dedicated to the proposition that 'all men are created equal.'"

"Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of it, as a final resting place for those who died here, that the nation might live. This we may, in all propriety do. 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 hallowed it, far above our poor power to add or detract. The world will little note, nor long remember what we say here; while it can never forget what they did here."

Lincoln Bicentennial

1809 - 2009





Sketch of a young Lincoln

Lincoln's father was a farmer who spent much of his life on the frontier continually pushing west for better opportunities. Lincoln lived with his family on the farm of his birth until 1811 when they moved several miles away to a farm on Knob Creek. The Lincoln family stayed on the Knob Creek place another five years until December 1816 when they moved approximately 90 miles to the northwest, to southern Indiana.

As Lincoln wrote later in life: "This removal was partly on account of [his father's opposition to] slavery; but chiefly on account of the difficulty in land titles in Ky."

As for education, Lincoln found that "There was absolutely nothing to excite ambition for education" (his spelling) and, as for the teachers, he wrote, "no qualification was ever required of a teacher, beyond readin', writin', and cipherin', to the Rule of Three." (That means teachers had to be able to read, write

Read a Poem by Lincoln, *My Childhood's Home* at:

www.nps.gov/archive/libo/my_childhood_home3.htm

and understand the math of proportions, like knowing that $\frac{3}{6}$ is the same as $\frac{1}{2}$.)

On October 5, 1818, Lincoln's mother, Nancy Hanks, died of "Milk Sickness," an often terminal illness that occurred when one drank the milk from a cow that had eaten a toxic plant — white snakeroot. Lincoln was only nine years old when she died.

The death of Lincoln's mother left young Lincoln and his sister responsible for the great amount of work involved with maintaining a frontier home and farm.

The Life of Abraham Lincoln

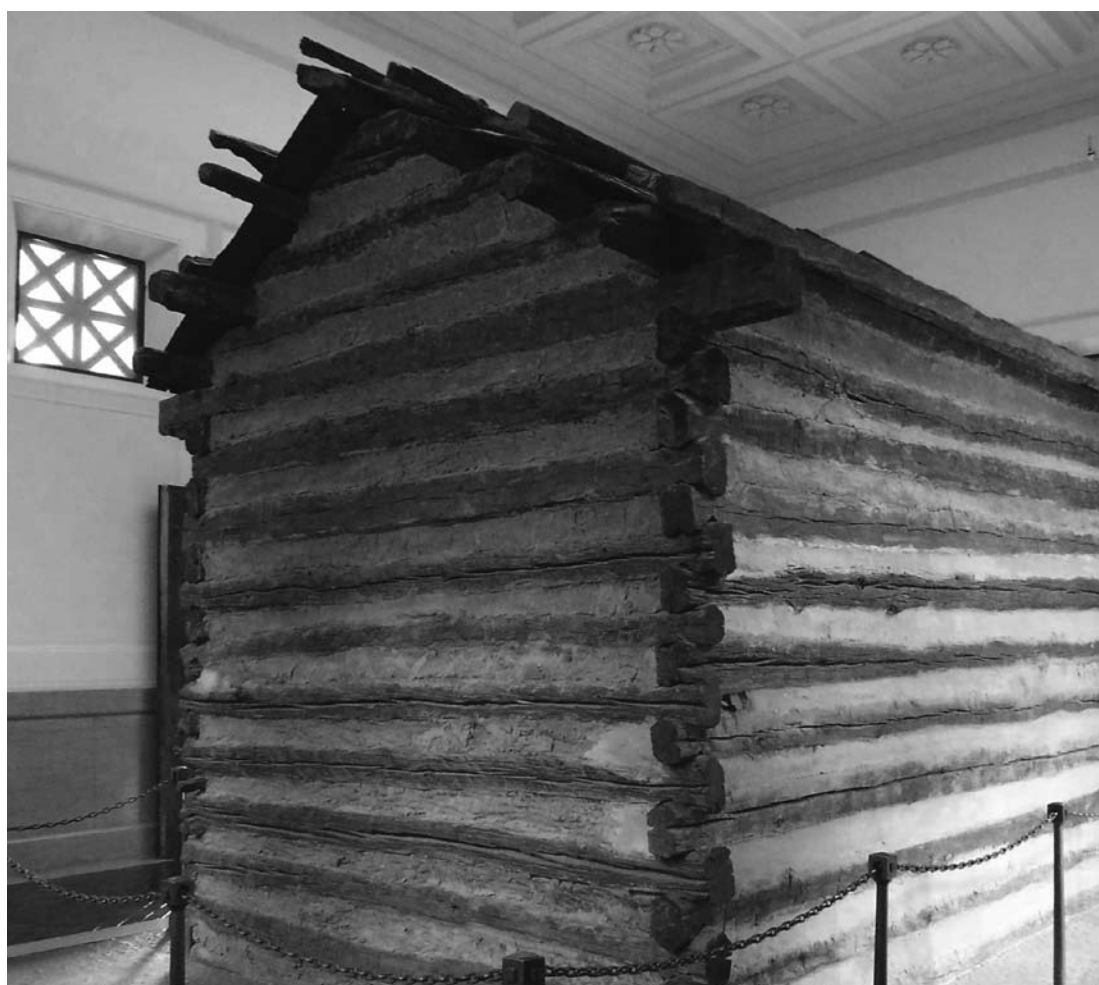
Abraham Lincoln was born on February 12, 1809 near Hodgenville Kentucky, in a one-room log cabin. It had a dirt floor and no glass windows. He was the second of three children born to Thomas and Nancy Hanks Lincoln. Lincoln's older sister, Sarah, was born in 1807 and his younger brother, Thomas, who died in infancy, was born in 1812.

On December 2, 1819, Thomas Lincoln married again to widow Sarah Bush Johnston and returned home with his new wife and her three children, "She proved a good and kind mother to A[braham]."

The new Lincoln family continued to farm and the children attended school when they could. Lincoln later recalled that he "went to A.B.C. schools by

littles" and "the aggregate of all his schooling did not amount to one year."

Tragedy again befell the Lincoln family on January 20, 1828 when Lincoln's sister Sarah, who had married Arron Grigsby in 1826, died while in childbirth. Lincoln experienced the death of two close family members within ten years of one another on this



Symbolic Birth Cabin: This old log cabin was once thought to be the birth cabin of Abraham Lincoln.

The text and images in this supplement are from public domain resources of the Library of Congress, National Park Service, National Archives, and other government and non-profit organizations. This supplement is intended primarily for classroom use by teachers and students and secondarily to educate the general public about Abraham Lincoln's life. It may be copied for classroom use as needed.

harsh frontier. It was also in Indiana that “in his tenth year he [Lincoln] was kicked by a horse, and apparently killed for a time.” but, after several minutes, Lincoln regained consciousness.

When Lincoln was nineteen years old he made his first trip as a hired hand on a flat boat loaded with locally produced goods to be sold in New Orleans. While on the trip Lincoln and his colleague were attacked by river pirates but escaped.

Two years later, in 1830, the Lincoln family was again on the move, this time to Illinois. In March they settled along the Sangamon River, ten miles southwest of Decatur. “Here they built a log-cabin, into which they removed, and made sufficient of rails to fence ten acres of ground, fenced and broke the ground, and raised a crop of sow[n] corn upon it the same year.”

The following year Lincoln again hired himself out to take a flat boat loaded with produce to New Orleans. He successfully completed the trip in July 1831. Upon his return, he moved to New Salem, Illinois to live on his own for the first time.

Within a year of Lincoln’s arrival at New Salem, he began his political career by campaigning for the Illinois state legislature. But his campaign was interrupted when he joined other volunteers in the 31st Regiment, Illinois Militia, formed to quell an Indian uprising called the Black Hawk War. The company elected Lincoln as their captain and Lincoln later recalled, “He has not since had any success in life which gave him so much satisfaction.”

Upon his return to New Salem in July 1832, Lincoln made a last minute attempt to win the legislative seat but he came in eighth out of thirteen candidates. In 1833 he invested in a New Salem store, with William Berry as his partner. Later that year, he was appointed post-master of New Salem.

In 1834 he took up land surveying and won his first election to public office as a representative in the Illinois legislature. Lincoln was reelected in 1836 and it was during this time, under the persuasion of John Todd Stewart, that Lincoln began to study law.

It was also during the New Salem years that Lincoln’s first associations with women are recorded. The best known was his relationship with Ann Rutledge. While there are variations, the core of the story consists of the following: Lincoln and Rutledge became romantically involved sometime after Ann’s fiancée, a Mr. McNamara, went back east to tend to family business. In the summer of 1835, nearly three years after McNamara’s departure, Ann died of what

was referred to as a “brain fever,” either typhoid or malaria. The degree of Lincoln’s grief following Ann’s death is debated and ranges from his wanting to be buried with her, to stating that his heart is buried with her, to saying he felt sad at the loss of a friend.

Another, better documented, romance of Lincoln’s during this time was his relationship with Mary Owens. Lincoln proposed to Owens in the fall of 1837, but much to his relief she turned him down.

While Lincoln didn’t have much luck in his romantic life, his political fortunes continued to succeed. In February 1837, the Illinois legislature approved the transfer of the Illinois capital from Vandalia to Springfield. This move was the culmination of intense political efforts by Lincoln and other Springfield area legislators,

known collectively as the “Long Nine,” all of whom — like Lincoln — were over six feet tall.

Lincoln moved to Springfield in April of 1837 and began practicing law with John T. Stuart. He roomed with Springfield merchant Joshua Speed above Speed’s downtown store and developed what would become a lifelong friendship.

For the next several years, Lincoln continued to practice law and was reelected to the Illinois legislature in 1838 and again in 1840.

During this time Lincoln also began courting Mary Ann Todd. Mary was from Lexington, Kentucky and was in Springfield visiting her sister Elizabeth Todd Edwards.

Lincoln and Mary became engaged but the wedding was called off on “the fatal first of January,” 1841, which threw Lincoln into a severe depression.

Lincoln and Mary both stayed in Springfield for over a year, but avoided each other, until mutual friends brought them back together. They courted in secret until the day of their wedding, November 4, 1842. Lincoln later corresponded with a friend saying “Nothing new here, except my marrying, which to me, is matter of profound wonder.”

The newlyweds moved into a rooming house known as the Globe Tavern in downtown Springfield. Their first son, Robert Todd Lincoln, was born in the Globe on August 1, 1843. Robert was the only one of their sons who lived beyond the age of eighteen.

After Robert’s birth, the Lincoln family briefly lived in a rented house in downtown Springfield, and on May 1, 1844 moved into a small 1 1/2-story cottage



Abraham & Mary Todd Lincoln’s first and only home



Lincoln’s home, sitting room



GIVE A LINCOLN FOR LINCOLN™

Throughout 2009, HISTORY™ will proudly celebrate the bicentennial of Abraham Lincoln’s birth with an initiative entitled GIVE A LINCOLN FOR LINCOLN™. In association with the National Park Foundation and the National Trust for Historic Preservation, this program encourages Americans of all ages to donate Lincoln-head pennies, five dollar bills, or make larger donations online to help preserve six key sites associated with Lincoln’s life and legacy.

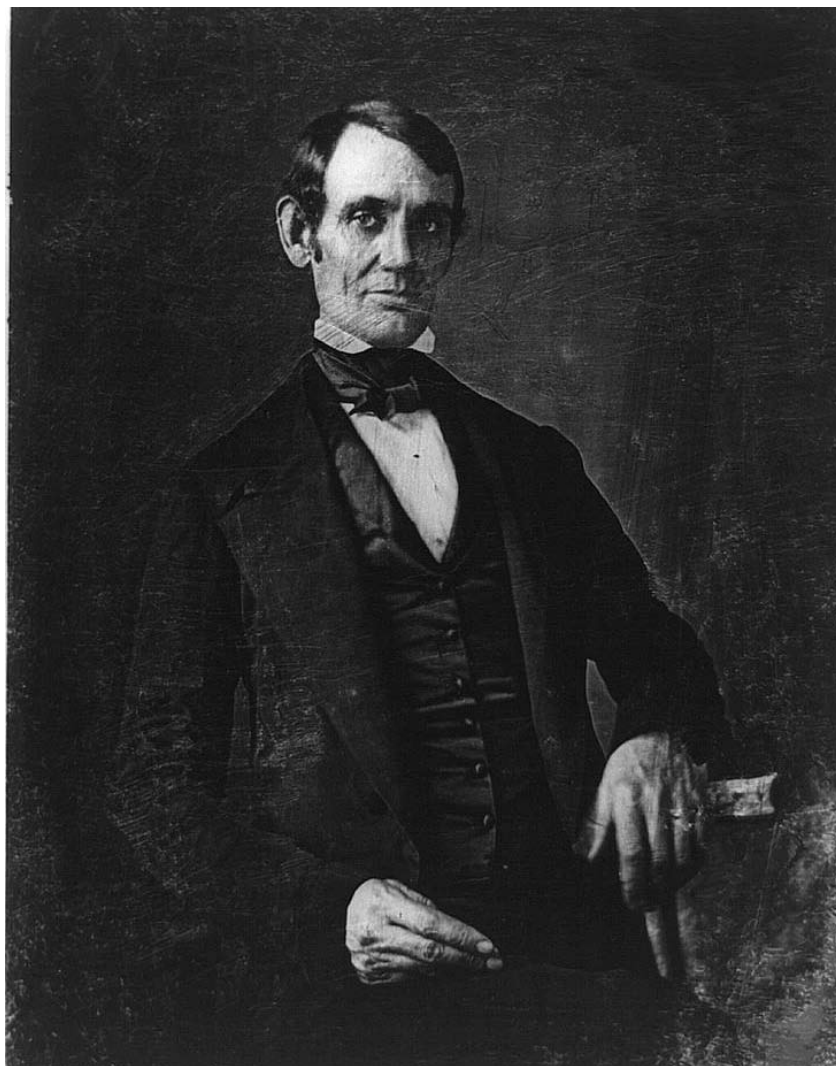
All donations collected through this campaign will be distributed to the NPF and the NTHP for the six sites. The sites are:

- The Abraham Lincoln Birthplace National Historic Site (Hodgenville, KY)
- Lincoln Boyhood National Memorial (Lincoln City, Indiana)
- Lincoln Home National Historic Site (Springfield, Illinois)
- The Lincoln Memorial (Washington, DC)
- Ford’s Theatre (Washington, DC)
- President Lincoln’s Cottage (Washington, DC)

GIVE A LINCOLN FOR LINCOLN aims to raise \$200,000, or \$1,000 for every year since Lincoln was born, for education and preservation programs at these six historic sites. Contests for teachers and students to create Lincoln-themed lesson plans, short videos, and coin boxes will be another exciting element of the initiative. Contests will run from February through April.

For information about the teacher and student contests and instructions for how to donate to this campaign, visit www.history.com/lincoln. This website also includes original short form video about Lincoln’s life and Presidency, links to other Lincoln Bicentennial activities, and information about HISTORY’s national electronic field trip for schools in Washington D.C. organized with the Abraham Lincoln Bicentennial Commission on February 12th, 2009. This event will be broadcast live via streaming video and will feature Lincoln scholars, artifacts, and a Q&A session with students.

Visit www.history.com/lincoln today to learn how you can help save Lincoln’s legacy!



First Lincoln photo, about 1846

at the corner of Eighth and Jackson Streets. This would be the only home Lincoln ever owned. Two years later, on March 10, 1846, Lincoln's second son, Edward Baker Lincoln was born.

Lincoln continued his legal and political careers and traveled extensively throughout central Illinois on the Eighth Judicial Circuit. As a circuit-riding attorney, Lincoln was better able to make a name for himself as an attorney and politician.

Lincoln and Stuart dissolved their partnership in April 1841 and Lincoln formed a partnership with Stephen T. Logan. The firm of Logan and Lincoln continued until 1844, when the firm was dissolved amicably because Logan wished to bring his son into the firm.

In 1844 Lincoln became the senior partner of the law firm of Lincoln & Herndon with William H. Herndon. They would continue to actively work as partners until Lincoln's departure in 1861.

In 1846 Lincoln was elected as a representative in the 30th U.S. Congress. The following year Lincoln brought his family with him

to Washington for the beginning of his term. Mary and the boys eventually left Washington in part because Lincoln thought Mary "hindered me some in attending to business." A few months later, however, Lincoln wrote that "having nothing but business — no variety" made life "exceedingly tasteless."

Lincoln's term in Congress was fairly uneventful and upon its completion he returned to Springfield and his law practice.

On February 1, 1850, Eddie Lincoln died of "consumption," probably tuberculosis, after a fifty-two day illness.

The sadness at the loss of Eddie must have been lessened somewhat with the arrival of Lincoln's third son, William Wallace, on December 21, 1850. The family greeted their fourth son, Thomas (Tad) on April 4, 1853.

Since his 1847-49 term in the U.S. Congress, Lincoln had largely devoted himself to his law practice. He had continued to ride the Eighth Circuit, only now he was able to afford to take the train to many of the county seats. Lincoln became one of the most successful and sought after attorneys in

the state, and his client list was made up of individuals as well as corporations and powerful railroad companies.

This success led to increased prosperity, which was reflected in the Lincoln family home, which by 1856 had grown to a full two-story house. It was decorated with some of the

continued to practice law, but also traveled extensively giving political speeches. In 1858, he again ran for the U.S. Senate, this time against Stephen A. Douglas.

On June 16, 1858 Lincoln accepted the Republican nomination to run against Douglas and delivered his famous "House Divided Speech" in

Lincoln continued his legal and political careers and traveled extensively throughout central Illinois on the Eighth Judicial Circuit. As a circuit-riding attorney, Lincoln was better able to make a name for himself as an attorney and politician.

most stylish furnishings, wallpaper, and draperies available.

The nation's sectional slavery crisis thrust Lincoln back into politics with the 1854 passage of the Kansas-Nebraska Act. This act allowed the inhabitants of the territories of Kansas and Nebraska to decide the slavery issue through election. This in effect repealed the Missouri Compromise of 1820, which had admitted Maine as a free state, Missouri as a slave state, and prohibited slavery in the old Louisiana Purchase Territory above 36° 30'.

"In 1854, his profession had almost superseded the thought of politics in his mind, when the repeal of the Missouri compromise aroused him as he had never been before." Lincoln took to the stump and was elected to the Illinois legislature in 1854. He resigned that seat, however, so that he could run for the U.S. Senate. The Senate had long been Lincoln's ultimate political goal. Lincoln, however, withdrew his name from consideration and supported another Whig candidate in order to prevent the election of a rival.

Throughout 1855-57, Lincoln

the Illinois state house.

"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 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."

With that speech Lincoln began what came to be known as the Lincoln-Douglas Debates, which included stops at seven communities across the state of Illinois. While Lincoln lost the Senate race to Douglas, he gained valuable exposure that helped propel him to a higher office two years later.

He was not convinced of his presidential potential, but admitted, "the taste is in my mouth a little."

NEWSPAPER ACTIVITY:

The Gettysburg Address is considered one of the most significant speeches in American history. Research the events leading up to Lincoln's delivery of this address and review the events of that day. Write a newspaper article describing Lincoln's arrival, the delivery of his address, and the atmosphere at the cemetery before and after the speech. Make sure to provide the 5Ws (who, what, when, where, why) and H (how) in the first couple paragraphs.



Lincoln's First Inauguration
March 4, 1861

On May 18, 1860 he was chosen as the Republican nominee for the presidency and received official notification of his nomination in his Springfield home. Given that the Democratic Party was split with three candidates, Lincoln's presidency was all but assured.

Lincoln became the first Republican elected to the presidency on November 4, 1860. He spent the next three months selecting cabinet members, writing his inaugural speech, and greeting numerous well-wishers and favor seekers.

Throughout this hectic time, Lincoln had the weight of the impending crisis of Civil War on his shoulders. South Carolina had seceded from the Union on December 20, 1860.

Ultimately eleven states would secede. The Confederacy would include Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia.

Lincoln's inaugural trip to Washington took twelve days during which he made several stops and public appearances. He arrived in Washington on February 23.

On March 3 Abraham Lincoln was inaugurated as the sixteenth president of the United States thus beginning what would prove to be the most difficult presidency in history. Even during this time of crisis, Lincoln held out the hope for peace in his inaugural address.

"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 heath-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."

This last minute appeal failed to stop the approaching

war and on April 12, 1861 Fort Sumter in Charleston Harbor, South Carolina was fired upon by the Confederacy. The fort surrendered two days later. In response, Lincoln issued a call for 75,000 volunteers, the first of many calls that Lincoln would make during his presidency. The "House Divided" crisis that Lincoln had predicted two years earlier had come to pass.

The Lincoln family felt the tragedy of the Civil War in many ways and was especially struck when, on February 20, 1862, their son Willie died in the White House, probably of typhoid fever.

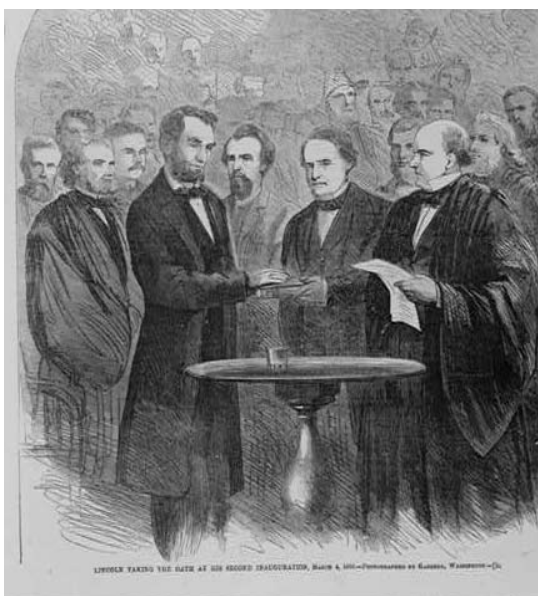
In the summer of 1862 Lincoln had made the decision to issue an emancipation proclamation that would free slaves in the Confederate States. His cabinet suggested that he should wait for a Union victory so that the proclamation did not have the appearance of an act of desperation.

On September 17, 1862, what would prove to be the bloodiest single day of the Civil War, Union General George B. McClellan met Robert E. Lee's Confederate forces at Antietam Creek near Sharpsburg, Maryland. The following day, Lee began retreating into Virginia. Five days later Lincoln used his victory as this opportunity to issue the preliminary Emancipation Proclamation. The final Proclamation was signed and took effect on January 1, 1863.

On November 2, 1863 Lincoln received an invitation to give a speech at the dedication of a military cemetery at Gettysburg, Pennsylvania.

He was not to be the main speaker. Edward Everett was invited a month before Lincoln received his invitation, leaving the President with less than two weeks to prepare his remarks. Lincoln prepared his "few appropriate remarks" in the White House prior to the November 19 ceremony and added some finishing touches in Gettysburg the night before. Following the two-hour oration from the featured speaker Edward Everett, Lincoln rose and gave his two-minute "Gettysburg Address."

Lincoln returned to Washington feeling that his speech was a failure and responded to a letter from Edward Everett with, "I am pleased to know that, in your judgment, the little I did say was not entirely a failure." Little did Lincoln know that his short speech would



Lincoln taking the Oath at his second
Inauguration, March 4, 1865

Gettysburg Address

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

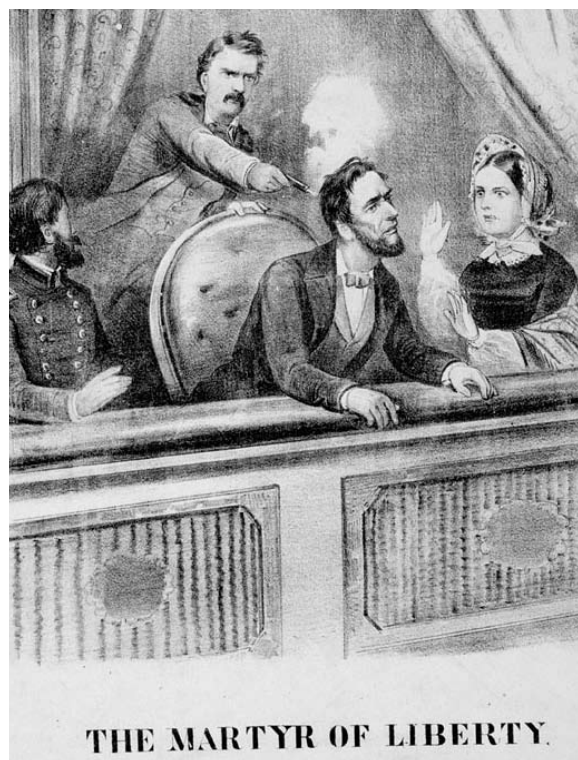
"Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of it, as a final resting place for those who died here, that the nation might live. This we may, in all propriety do. 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 hallowed it, far above our poor power to add or detract. The world will little note, nor long remember what we say here; while it can never forget what they did here."

"It is rather for us, the living, to stand here, we here be dedicated to the great task remaining before us — that, from these honored dead we take increased devotion to that cause for which they here, gave the last full measure of devotion — that we here highly resolve these dead shall not have died in vain; that the nation, 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."

become one of the best-remembered and most famous speeches in history.

Lincoln had decided to run for reelection in 1864. On June 8, 1864, the National Union Party (the temporarily renamed Republican Party) nominated Lincoln as their presidential candidate and on November 8, he was overwhelmingly reelected, defeating former General George B. McClellan.

By the time Lincoln gave his Second Inaugural Address on March 4, 1865, Union victory was all but assured and Lincoln used the inaugural address to begin to reunite the nation. "With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphan — to do all which may achieve and cherish a just and lasting peace, among ourselves, and with all nations."



Now that Lincoln had guided the country through the Civil War, he began to concentrate on reconstruction of the Union and life with his family following the presidency. On April 14th he and Mary took a carriage ride and talked of the future. He seemed more cheerful than he had been in a long time.

Later that evening Lincoln and Mary attended a play at Ford's Theatre. At 10:30 p.m. southern sympathizer John Wilkes Booth entered the presidential theater box, put a derringer pistol to the back of Lincoln's head, and fired.

Lincoln was immediately taken to the Petersen House, a rooming house across the street from the theater. He remained alive for nearly nine hours after being shot, although he was unconscious the entire time. On April 15, 1865, at 7:22 a.m., Abraham Lincoln died.

He was the first American president to be assassinated.

A shocked nation was thrown into mourning. On April 21, after funeral services in Washington, the Lincoln funeral train, with Lincoln's remains and those of his son Willie, departed Washington and began a 12-day trip back to Springfield where he was buried.

Lincoln Legal Cases

A celebrated case tried by Lincoln in 1841 was known as *Baily vs. Cromwell*. A black girl named Nancy had been sold as a slave, or indentured servant, by Mr. Cromwell to Mr. Bailey, and a promissory note was taken in payment. The note was not paid when it became due, and suit was brought in the Tazewell County Court, Illinois, to recover the amount, and judgment was given for the plaintiff.

The case was then taken to the Supreme Court of the State, and Lincoln appeared for the maker of the note, Bailey. He argued that the girl could not be held in slavery, since, under what was known as the Ordinance of 1787, slavery was prohibited in the Northwestern Territory, of which Illinois was a part, as well as by the constitution of that State, which expressly prohibited slavery. He insisted that, as the consideration for which the note was given was a human being, and under the laws of Illinois, a human being could not be bought and sold, the note was void. A human being could not be an object of sale and transfer in a free State. The court reversed the judgment and the

sue Barret for his delinquent payment. He won this case, and the decision by the Illinois Supreme Court was eventually cited by several other courts throughout the United States.

The civil case which won Lincoln fame as a lawyer was the landmark *Hurd v. Rock Island Bridge Company*. America's expansion west, which Lincoln



Lincoln-Herndon Law Offices, Springfield, IL

strongly supported, was seen as an economic threat to the river trade, which ran north-to-south, primarily on the Mississippi river. In 1856 a steamboat collided with a bridge, built by the Rock Island Railroad, between Rock Island, Illinois, and Davenport, Iowa, the first railroad bridge to span the Mississippi. The steamboat owner sued for damages, claiming the bridge was a hazard to navigation. Lincoln argued in court for the railroad and won, removing a costly impediment to western expansion by establishing the

Possibly the most notable criminal trial of Lincoln's career as a lawyer came in 1858, when he defended William "Duff" Armstrong, who had been charged with murder. The case became famous for Lincoln's use of judicial notice — a rare tactic at that time — to show that an eyewitness had lied on the stand.

note was thus declared void, as Lincoln had alleged that it was. At that time, the case attracted great attention from its novelty as well as its importance. Lincoln was then thirty-two years of age, and his connection with so weighty a suit undoubtedly occasioned him a very careful and thorough examination of the questions related to slavery.

By the mid-1850s, Lincoln's caseload focused largely on the competing transportation interests of river barges and railroads. In one prominent 1851 case, he represented the Alton & Sangamon Railroad in a dispute with a shareholder, James A. Barret. Barret had refused to pay the balance on his pledge to the railroad on the grounds that it had changed its originally planned route. Lincoln argued that as a matter of law a corporation is not bound by its original charter when that charter can be amended in the public interest, that the newer route proposed by Alton & Sangamon was superior and less expensive, and that accordingly, the corporation had a right to

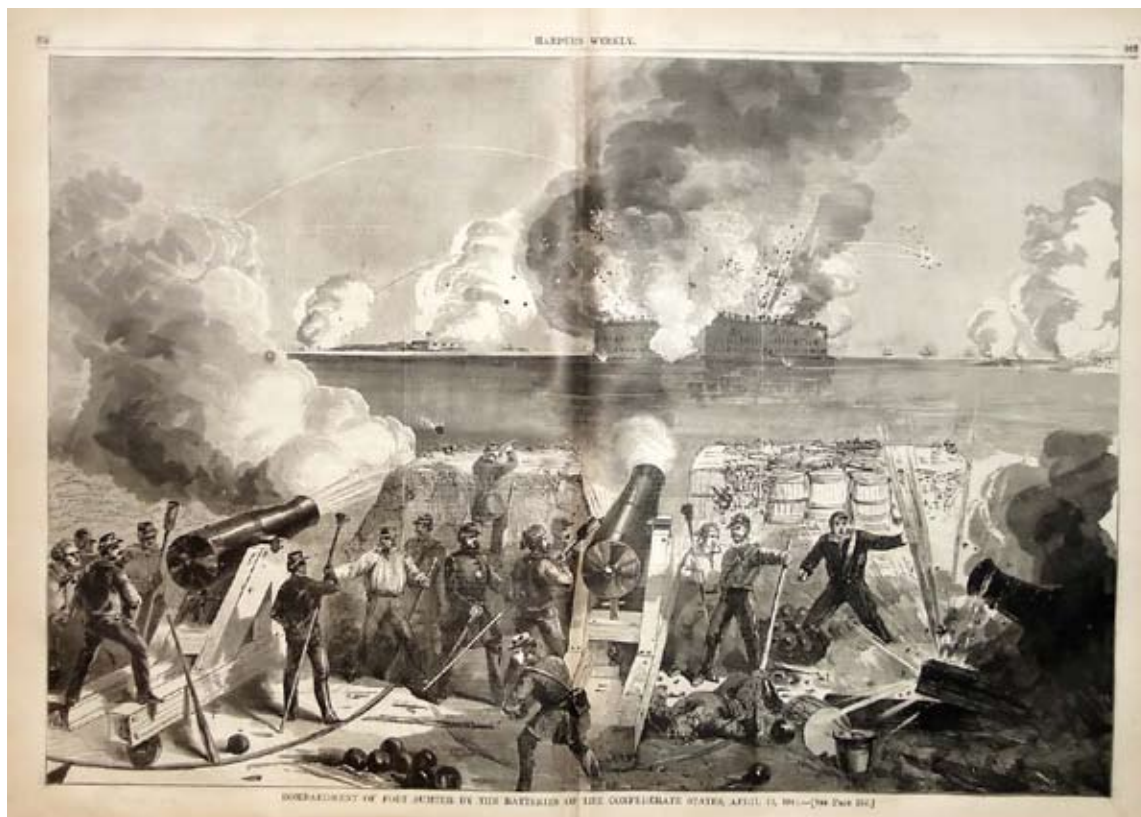
right of land routes to bridge waterways.

Possibly the most notable criminal trial of Lincoln's career as a lawyer came in 1858, when he defended William "Duff" Armstrong, who had been charged with murder. The case became famous for Lincoln's use of judicial notice — a rare tactic at that time — to show that an eyewitness had lied on the stand. After the witness testified to having seen the crime by moonlight, Lincoln produced a Farmers' Almanac to show that the moon on that date was at such a low angle that it could not have provided enough illumination to see anything clearly. Based almost entirely on this evidence, Armstrong was acquitted.

Lincoln was involved in more than 5,100 cases in Illinois alone during his 23-year legal career. Though many of these cases involved little more than filing a writ, others were more substantial and quite involved. Lincoln and his partners appeared before the Illinois State Supreme Court more than 400 times.

A House Divided

Introduction and excerpts from Lincoln's speech June 17, 1858 at the close of the Republican State Convention that focused on the division between north and south and the Dred Scott Decision.



point is made in order to deprive the negro, in every possible event, of the benefit of the provision of the United States Constitution which declares that "The citizens of each State shall be entitled to all privileges and immunities of citizens in the several States."

Secondly, That, "subject to the Constitution of the United States," neither Congress nor a Territorial Legislature can exclude slavery from any United States Territory. This point is made in order that individual men fill up the Territories with slaves, without danger of losing them as property, and thus to enhance the chances of permanency to the institution through all the future.

Thirdly, That whether the holding a negro in actual slavery in a free State makes him free, as against the holder, the United States courts will not decide, but will leave to be decided by the courts of any slave state the negro may be forced into by the master. This point is made, not to be pressed immediately; but, if acquiesced in for a while, and apparently indorsed by the people at an election, then to sustain the logical conclusion that what Dred Scott's master might lawfully do with Dred Scott, in the free State of Illinois, every other master may lawfully do with any other one, or one thousand slaves, in Illinois, or in any other free State...

Auxiliary to all this, and working hand in hand with it, the Nebraska doctrine, or what is left of it, is to educate and mould public opinion, at least Northern public opinion, not to care whether slavery is voted down or voted up. This shows exactly where we now are; and partially, also, whither we are tending...

The full speech can be read at:

<http://usinfo.state.gov/infousa/government/overview/22.html>

The Dred Scott decision came just three years after Senator Stephen Douglas of Illinois had engineered the Kansas-Nebraska bill through Congress. Pressure to build a transcontinental railroad had been intensifying, but southerners declared they would continue to block the necessary legislation unless they were allowed additional territory to which to take their slaves. Douglas had come up with a proposal to allow slavery in the northern part of the Louisiana Purchase, but only if it received the blessing of the settlers in the territory.

The formula, known as popular sovereignty, temporarily satisfied both southerners and some northerners, since it appeared democratic; as Douglas pointed out, unless a majority of people in a territory supported slavery, it could not take hold. In the Dred Scott Decision, the Supreme Court had held that Congress had no power to keep slavery out of the territories, a decision that seemingly nullified the popular sovereignty proposal. Lincoln strongly feared the implications of the Supreme Court's ruling. He recognized that the time was quickly coming when the United States would have to stop making compromises on the issue of slavery and decide for once and for all whether this would be a slave or a free nation.

Speech Excerpts:

Mr. President and Gentlemen of the Convention:

If we could first know where we are, and whither we are tending, we could better judge what to do, and how to do it. We are now far into the fifth year

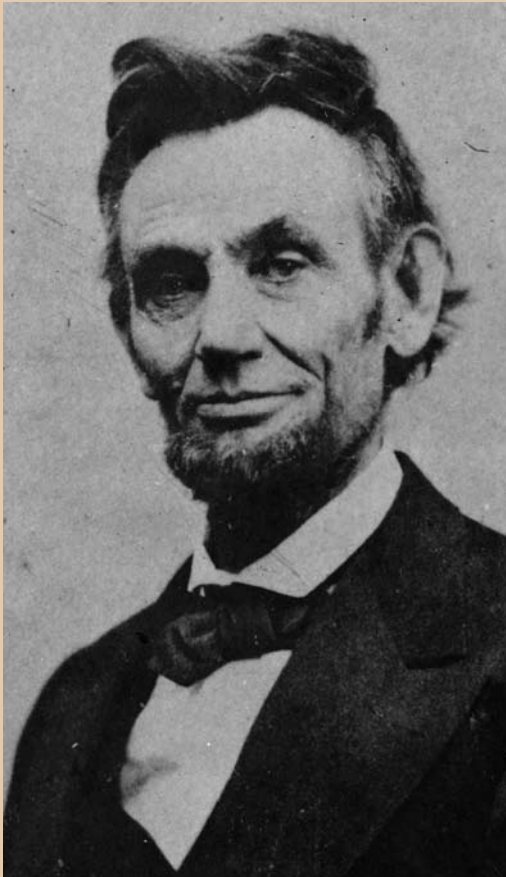
since a policy was initiated with the avowed object and confident promise of putting an end to slavery agitation. Under the operation of that policy, that agitation has not only not ceased, but has constantly augmented. In my opinion, it will not cease until a crisis shall have been reached and passed. "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...

The several points of the Dred Scott ... are:

Firstly, That no negro slave imported as such from Africa, and descendant of such slave, can ever be a citizen of any State, in the sense of that term as used in the Constitution of the United States. This

NEWSPAPER ACTIVITY:

Choose a controversial current topic in the news where the government and/or citizens are struggling with making a choice as to what to do. Groups of students should research the topic both in the newspaper and online, outlining the positions of the various parties involved. Students will then chose opposing positions and then debate the merits of their position against each other.



August 24, 1855: Lincoln on The American or “Know Nothing Party,” an anti-immigrant political party of the 1850’s, in an letter to Joshua F. Speed.

The Know-Nothing movement, also called the American Party, was an anti-immigrant movement spurred by the immigration of a large number of Irish and German Catholics. Its members wanted to bar foreigners and Catholics from running for public office, reserving these positions for “native-born” Americans.

I am not a Know-Nothing. That is certain. How could I be? How can any one who abhors the oppression of negroes, be in favor of degrading classes of white people? Our progress in degeneracy appears to me to be pretty rapid. As a nation, we begin by declaring that “all men are created equal.” We now practically read it “all men are created equal, except negroes.” When the Know-Nothings get control, it will read “all men are created equal, except negroes, and foreigners, and Catholics.” When it comes to this I should prefer emigrating to some country where they make no pretence of loving liberty—to Russia, for instance, where despotism can be taken pure, and without the base alloy of hypocrisy.

Lincoln’s Thoughts On Slavery & Secession

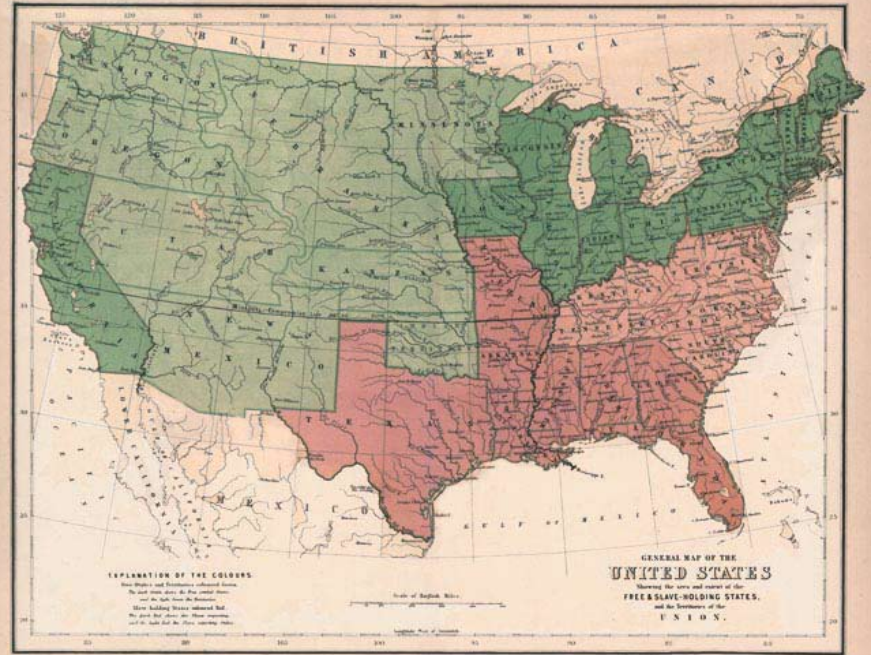
Abraham Lincoln, the Great Emancipator, was a native of a slave state. Hardin County, Kentucky, where he was born in 1809, contained 1007 slaves and 1627 white males over the age of 16 in 1811. His uncle, Mordecai Lincoln, owned a slave. His father’s uncle, Isaac, may have owned more than 40 slaves. The Richard Berry family, with whom Lincoln’s mother, Nancy Hanks, lived before her marriage to Thomas Lincoln, owned slaves. Thomas and Nancy Lincoln, however, were members of a Baptist congregation, which had withdrawn from another church because of their opposition to slavery. Lincoln claimed that his father left Kentucky for Indiana “ — partly on account of slavery.”

Historians have made a distinction between Lincoln’s role in the abolition of slavery and his views about racial equality. Though Lincoln argued passionately against slavery, his views about equal access to citizenship rights for African Americans and former slaves varied over time. Many African Americans, including Frederick Douglass, argued that Lincoln’s fight against slavery should have been matched by a dedication to citizenship rights for African Americans. Lincoln made several speeches throughout his career in which he stated that African Americans were not ready for full and equal participation as voting citizens, even though they did deserve to be free from slavery. Most historians agree now that Lincoln was a product of his era, and that his views about racial equality were shaped by his political context. The subject of slavery was a recurring one throughout his political career and he was obliged to address it on many occasions. The following are some of his thoughts on the topic.

“If the negro is a man, why then my ancient faith teaches me that ‘all men are created equal’ and that there can be no moral right in connection with one man’s making a slave of another.”

Speech, Peoria, IL, October 16, 1854

“Although volume upon volume is written to prove slavery



This is an original 1857 Map of the United States Showing the Free and Slave States. The Dark green states are the free states. The light green are the free “Territories”, which were not yet states. The Red States were Slave Importing States, and the Pink States Were Slave States that Exported Slaves. Part of the dispute which helped trigger the Civil War was how to dispose of the territories — would they join the union as Slave or Free? The answer to this would tip the balance of power in the Congress, which is what made it such a difficult issue. (Credit: www.sonofthesouth.net)

a very good thing, we never hear of a man who wishes to take good of it by being slave himself.”

Fragment of letter, July 1, 1854

“We cannot be free if this is, by our own national choice, to be a land of slavery.”

Speech, Bloomington, IL, May 29, 1856

“There is no reason in the world why the negro is not entitled to all the natural rights enumerated in the Declaration of Independence — the right to life, liberty, and the pursuit of happiness. I hold that he is as much entitled to these as the white man.”

Debate, Ottawa, IL, August 21, 1858

“This good earth is plenty broad enough for the white man and the negro both, and there is no need of either pushing the other off.”

Speech, New Haven, CT, March 6, 1860

“The blacks must be free. Slavery is the bone we are fighting over. It must be got out of the way, to give us permanent peace.”

Letter to James R. Gilmore, May 1863

“Whenever I hear anyone arguing over slavery, I feel a strong impulse to see it tried on him personally.”

Speech to 14th Indiana regiment, March 17, 1865

Soon after Abraham Lincoln was elected to the presidency in November 1860, seven southern states seceded from the Union. In March 1861, after he was inaugurated as the 16th President of the United States, four more followed. The secessionists claimed that according to the Constitution every state had the right to leave the Union. Lincoln claimed that they did not have that right. He opposed secession for these reasons:

1. Physically the states cannot separate.
2. Secession is unlawful.
3. A government that allows secession will disintegrate into anarchy.
4. That Americans are not enemies, but friends.
5. Secession would destroy the world's only existing democracy, and prove for all time, to future Americans and to the world, that a government of the people can not survive.

Lincoln may have thought the fifth point was the most important. If you traveled the earth in 1860, and visited every continent and every nation, you would have found many monarchies, dictatorships, and other examples of authoritarian rule. But in the all the world, you would have found only one major democracy: The United States of America. Democracy had been attempted in one other nation in the eighteenth century — France. Unfortunately, that experiment in self-government deteriorated rapidly, as the citizens resorted more to the guillotine than to the ballot box. From the ashes of that experiment in self-government, rose a dictator, Napoleon Bonaparte, who, after seizing control in France, attempted to conquer the continent of Europe.

Those who supported monarchies felt vindicated by the French disaster, but the United States experiment in self-government remained a thorn in their sides. Those wishing for democracy could always point across the ocean and say, "It works there. Why can't we try it here"? In 1860 however, it appeared

that the thorn had been removed. The monarchists were thrilled with the dissolution of the United States, and many even held parties celebrating the end of democracy.

Lincoln understood this well, and when he described his nation as "the world's last best hope," these were not idle words. Lincoln truly believed that if the war were lost, it would not only have been the end of his political career, or that of his party, or even the end of his nation. He believed that if the war were lost, it would have forever ended the hope of people everywhere for a democratic form of government.

Physically We Cannot Separate

Physically speaking, we cannot separate. We cannot remove our respective sections from each other nor build an impassable wall between them. A husband and wife may be divorced and go out of the presence and beyond the reach of each other; but the different parts of our country cannot do this.

First Inaugural Address, March 4, 1861 Excerpt

Secession Equals Anarchy

Plainly, the central idea of secession is the essence of anarchy. A majority, held in restraint by constitutional checks and limitations and always changing easily with deliberate changes of popular opinions and sentiments, is the only true sovereign of a free people. Whoever rejects it does of necessity fly to anarchy or despotism. Unanimity is impossible; the rule of a minority, as a permanent arrangement, is wholly inadmissible; so that, rejecting the majority principle, anarchy or despotism in some form is all that is left.

First Inaugural Address Excerpt, March 4, 1861

We Are Friends

Friends. I am loth to close. We are not enemies, but friends. We must not be enemies. Though passion may have strained it must no break our bonds of affection. The mystic chords of memory, stretching from every battlefield, and patriot grave, to every living heart and hearthstone, 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.

First Inaugural Address Excerpt, March 4, 1861

Secession Is Unlawful

I hold that, in contemplation of universal law, and of the Constitution, the union of these States is perpetual....It follows....that no State, upon its own mere motion, can lawfully get out of the Union; that resolves and ordinances to that effect are legally void; and that acts of violence, within any State or States, against the authority of the United States, are insurrectionary or revolutionary, according to circumstances. I, therefore, consider that, in view of the Constitution and the laws, the Union is unbroken.

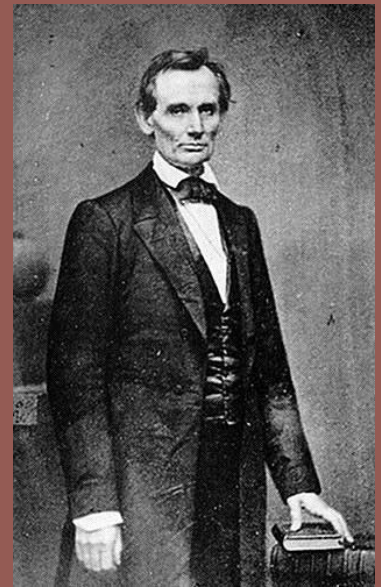
We find the proposition that, in legal contemplation, the Union is perpetual confirmed by the history of the Union itself. The Union is much older than the Constitution. It was formed, in fact, by the Articles of Association in 1774. It was matured and continued by the Declaration of Independence in 1776. It was further matured, and the faith of all the thirteen States expressly plighted and engaged that it should be perpetual, by the Articles of Confederation in 1778. And, finally, in 1787, one of the declared objects for ordaining and establishing the Constitution was "to form a more perfect Union."

First Inaugural Address Excerpts, March 4, 1861

Secession Will Destroy Democracy

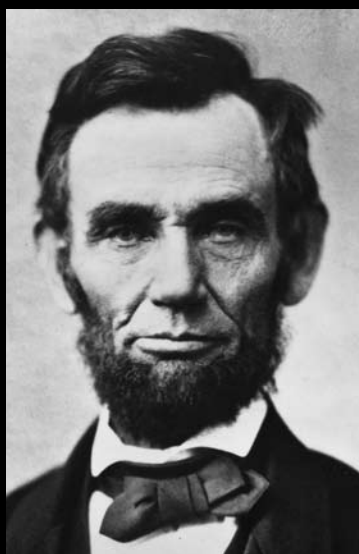
Fellow-citizens, we cannot escape history. We of this Congress and this administration, will be remembered in spite of ourselves. No personal significance, or insignificant, can spare one or another of us. The fiery trial through which we pass, will light us down, in honor or dishonor, to the latest generation. We say we are for the Union. The world will not forget that we say this. We know how to save the Union. The world knows we do know how to save it. We — even we here — hold the power, and bear the responsibility. In giving freedom to the slave, we assure freedom to the free — honorable alike in what we give, and what we preserve. We shall nobly save, or meanly lose, the last best hope of earth.

Annual Message to Congress, December 1, 1862



On the Declaration of Independence, August 17, 1858,
From a Speech at Lewistown, Illinois, during his senatorial campaign against Stephen A. Douglas

Now, my countrymen, if you have been taught doctrines conflicting with the great landmarks of the Declaration of Independence; if you have listened to suggestions which would take away from its grandeur, and mutilate the fair symmetry of its proportions; if you have been inclined to believe that all men are not created equal in those inalienable rights enumerated by our chart of liberty, let me entreat you to come back. Return to the fountain whose waters spring close by the blood of the Revolution. Think nothing of me — take no thought for the political fate of any man whomsoever — but come back to the truths that are in the Declaration of Independence. You may do anything with me you choose, if you will but heed these sacred principles. You may not only defeat me for the Senate, but you may take me and put me to death. While pretending no indifference to earthly honors, I do claim to be actuated in this contest by something higher than an anxiety for office. I charge you to drop every paltry and insignificant thought for any man's success. It is nothing; I am nothing; Judge Douglas is nothing. But do not destroy that immortal emblem of Humanity — the Declaration of American Independence.



Extract from Lincoln's speech from the Ottawa Lincoln-Douglas Debate in the Rockford Republican Newspaper, Thursday, August 26, 1858 (first of seven debates.)

We give below the concluding portion of Lincoln's speech in reply to Douglas in Ottawa. Douglas believed in "popular

sovereignty" and had continued to argue, despite the Dred Scott decision, that territories could simply use "unfriendly legislation" to discourage slavery, so there was no need to move towards eliminating slavery on the federal level. He still believed that compromise on the issue of slavery was the best way to keep the nation together. Lincoln eloquently argued that Douglas's approach would expand slavery throughout the nation. Portions of this speech are equal to the best efforts of famed orator Henry Clay:

Now, having spoken of the Dred Scott decision, one more word and I am done. Henry Clay, my beau ideal of a statesman, the man for whom I fought all my humble life — Henry Clay once said of a class of men who would repress all tendencies of liberty and ultimate emancipation, that they must, if they would do this, go back to the era of our Independence, and muzzle the cannon which thunders its annual joyous return; they must blow out the moral lights around us; they must penetrate the human soul, and eradicate there the love of liberty; and then and not till then, could they perpetuate slavery in this country? [Loud cheers.] To my thinking, Judge Douglas is, by his example and vast influence, doing that very thing in this community, [cheers,] when he says that the negro has nothing in the Declaration of Independence. Henry Clay plainly understood the contrary. Judge Douglas is going back to the era of our Revolution, and to the extent of his ability, muzzling the cannon which thunders its annual joyous return. When he invites any people willing to have slavery, to establish it, he is blowing out the moral lights around us. [Cheers.] When he says he "cares not whether slavery is voted down or voted up," — that it is a sacred right of self government — he is in my judgment penetrating the human soul an eradicating the light of reason and the love of liberty in this American people. [Enthusiastic and continued applause.]

Link to all seven Lincoln-Douglas debates at: www.nps.gov/liho/historyculture/debates.htm

Speech at Independence Hall, February 22, 1861

I am filled with deep emotion at finding myself standing here in the place where were collected together the wisdom, the patriotism, the devotion to principle, from which sprang the institutions under which we live. You have kindly suggested to me that in my hands is the task of restoring peace to our distracted country.

I can say in return, sir, that all the political sentiments I entertain have been drawn, so far as I have been able to draw them, from the sentiments which originated, and were

given to the world from this hall in which we stand. I have never had a feeling politically that did not spring from the sentiments embodied in the Declaration of Independence. (Great cheering.) I have often pondered over the dangers which were incurred by the men who assembled here and adopted that Declaration of Independence—I have pondered over the toils that were endured by the officers and soldiers of the army, who achieved that Independence. (Applause.) I have often inquired of myself, what great principle or idea it was that kept this Confederacy

so long together. It was not the mere matter of the separation of the colonies from the mother land; but something in that Declaration giving liberty, not alone to the people of this country, but hope to the world for all future time. (Great applause.) It was that which gave promise that in due time the weights should be lifted from the shoulders of all men, and that all should have an equal chance. (Cheers.) This is the sentiment embodied in that

Declaration of Independence.

Now, my friends, can this country be saved upon that basis? If it can, I will consider myself one of the happiest men in the world if I can help

to save it. If it can't be saved upon that principle, it will be truly awful. But, if this country cannot be saved without giving up that principle—I was about to say I would rather be assassinated on this spot than to surrender it. (Applause.)

Now, in my view of the present aspect of affairs, there is no need of bloodshed and war. There is no necessity for it. I am not in favor of such a course, and I may say in advance, there will be no blood shed unless it be forced upon the Government. The Government will not use force unless force is used against it. (Prolonged applause and cries of "That's the proper

sentiment.")

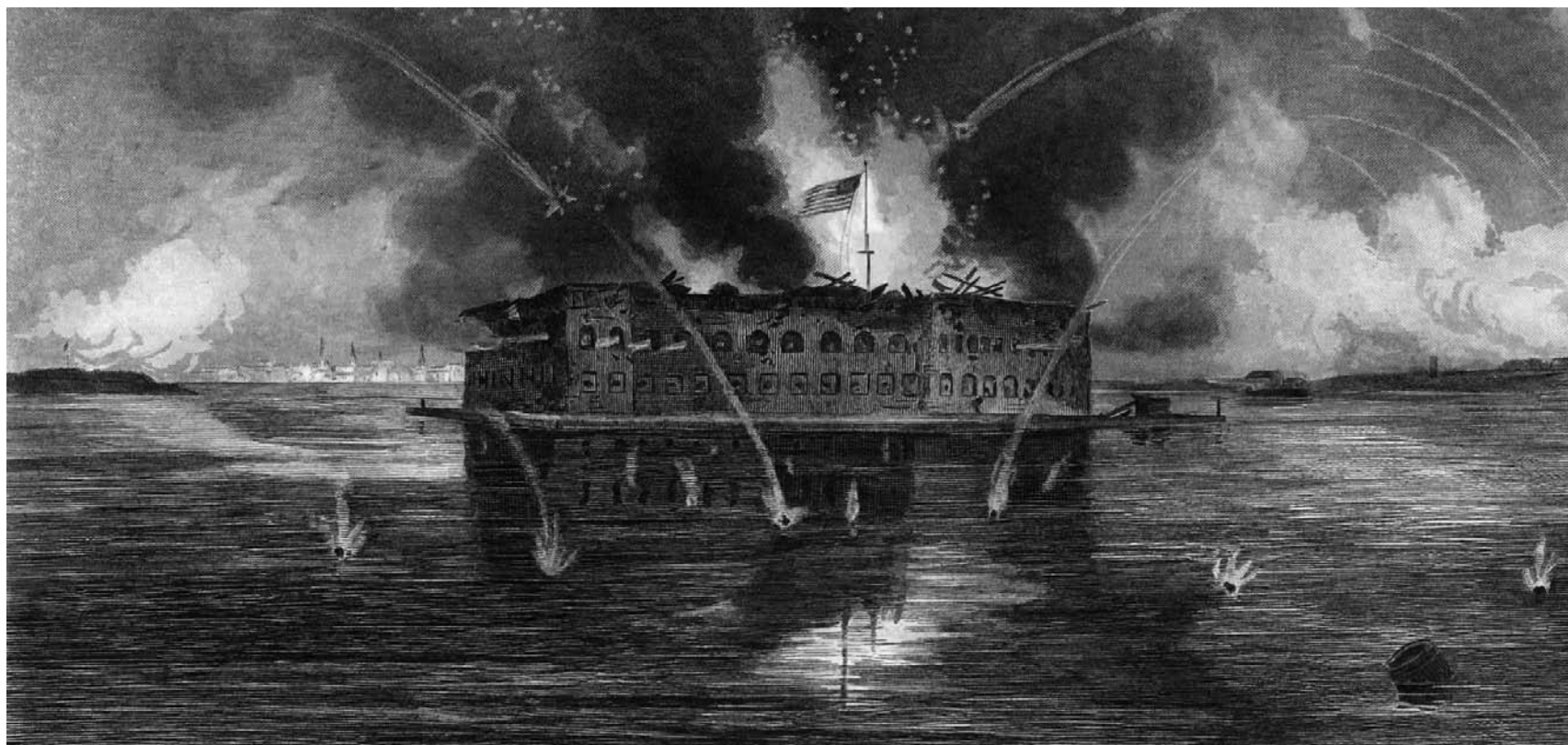
My friends, this is a wholly unprepared speech. I did not expect to be called upon to say a word when I came here—I supposed I was merely to do something towards raising a flag. I may, therefore, have said something indiscreet, (cries of "no, no"), but I have said nothing but what I am willing to live by, and, in the pleasure of Almighty God, die by.



Independence Hall,
Philadelphia, PA

NEWSPAPER ACTIVITY:

There are civil wars and wars of liberation taking place all over the world. Find news stories in the print edition and conduct searches in the e-edition of the newspaper to find stories about these wars. Where is the war taking place? What are the issues that are being fought over? Do you believe that one party is fighting for freedom and liberty like our own? Should the country remain together as one country like in our civil war or would it be better to separate because of the differences involved?



Fort Sumter Bombardment

Proclamation Calling Militia and Convening Congress, April 15, 1861

After the fall of Fort Sumter in Charleston, SC on April 12, 1861, the Civil War was under way. Regarding the secession of the southern states as unlawful, Lincoln called on the state militias to send 75,000 troops to recapture forts seized by the Confederacy and ultimately to restore the union. Lincoln also summoned a special session of Congress to meet on July 4th. Normally, in those days, the Congress would not have met until December, as the legislative session generally lasted less than six months. That year, with the union falling apart, the new Congress had held a special session in March, then, at the president's request, returned for a session from July 4 to August 6, before returning in December, the normal time for them to convene.

BY THE PRESIDENT OF THE UNITED STATES: A PROCLAMATION

Whereas the laws of the United States have been for some time past, and now are opposed, and the execution thereof obstructed, in the States of South Carolina, Georgia, Alabama, Florida, Mississippi, Louisiana and Texas, by combinations too powerful to be suppressed by the ordinary course of judicial proceedings, or by the powers vested in the Marshals by law.

Now therefore, I, Abraham Lincoln, President of the United States, in virtue of the power in me vested by the Constitution, and the laws, have thought fit to call forth, and hereby do call forth, the militia of the several States of the Union, to the aggregate number of seventy-five thousand, in order to suppress said combinations, and to cause the laws to be duly executed. The details, for this object, will be immediately communicated to the State authorities through the War Department.

I appeal to all loyal citizens to favor, facilitate and aid this effort to maintain the honor, the integrity, and the existence of our National Union, and the perpetuity of popular government; and to redress wrongs already long enough endured.

I deem it proper to say that the first service assigned to the forces hereby called forth will probably be to re-possess the forts, places, and property which have been seized from the Union; and in every event, the utmost care will be observed, consistently with the objects aforesaid, to avoid any devastation, any destruction of, or interference with, property, or any disturbance of peaceful citizens in any part of the country.

And I hereby command the persons composing the combinations aforesaid to disperse, and retire peaceably to their respective abodes within twenty days from this date...

NEWSPAPER ACTIVITY:

The President is Commander-in-Chief of U.S. armed forces. Find newspaper stories about how the president is using his authority to wage war in Iraq, Afghanistan, or other parts of the world. What is presently occurring? Are U.S. forces seen as liberators, invaders, or occupation forces? Is the public behind the war or opposed to it continuing?

How do you feel about the war: is it justified or not?

Suspension of the Privilege of the Writ of Habeas Corpus

The Writ of Habeas Corpus is a protection under the law, which says that a person may not be detained unless he has had the opportunity to go before a court, where the authorities must show that there is a compelling legal reason to hold him. Lincoln felt it was necessary to suspend this legal protection in parts of the country in order to control rebellious activities within Union territories, especially in Maryland, a slave state that had not seceded but where many felt loyalty to the Southern cause. Had Maryland seceded, the nation's capital would have been completely surrounded by the Confederacy. The Supreme Court ruled in the case *Ex Parte Merryman* in 1861 that only Congress, not the president, had the authority to suspend the writ of Habeas Corpus. Lincoln ignored this decision, continuing to detain those considered rebels and to try the perpetrators of anti-Union activities in military rather than civil courts. His counterpart in the Confederacy, Jefferson Davis, also suspended Habeas Corpus and imposed martial law. In 1863, Congress agreed to suspend the writ of Habeas Corpus in the whole nation, belatedly giving Lincoln the authority to do what had already been done.

The full 1861 ruling by Supreme Court Justice Roger B. Taney and a lesson plan may be accessed at: www.whitehousehistory.org/04/subs/activities_03/c02.html

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA: A PROCLAMATION

Whereas, it has become necessary to call into service not only volunteers but also portions of the militia of the States by draft in order to suppress the insurrection existing in the United States, and disloyal persons are not adequately restrained by the ordinary processes of law from hindering this measure and from giving aid and comfort in various ways to the insurrection;

Now, therefore, be it ordered, first, that during the existing insurrection and as a necessary measure for suppressing the same, all Rebels and Insurgents, their aiders and abettors within the United States, and all persons discouraging volunteer enlistments, resisting militia drafts, or guilty of any disloyal practice, affording aid and comfort to Rebels against the authority of United States, shall be subject to martial law and liable to trial and punishment by Courts Martial or Military Commission:

Second. That the Writ of Habeas Corpus is suspended in respect to all persons arrested, or who are now, or hereafter during the rebellion shall be, imprisoned in any fort, camp, arsenal, military prison, or other place of confinement by any military authority of by the sentence of any Court Martial or Military Commission.

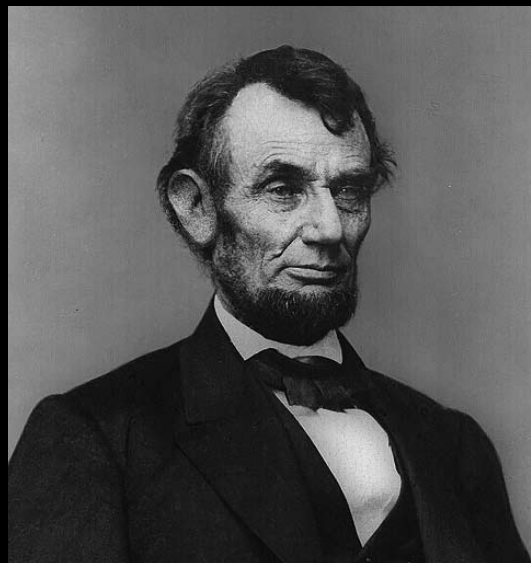
In witness whereof, I have hereunto set my hand, and caused the seal of the United States to be affixed.

Done at the City of Washington this twenty fourth day of September, in the year of our Lord one thousand eight hundred and sixty-two, and of the Independence of the United States the 87th.

ABRAHAM LINCOLN

By the President:

WILLIAM H. SEWARD, *Secretary of State.*



March 6, 1860:
Speech in New Haven, CT

“When one starts poor, as most do in the race of life, free society is such that he knows he can better his condition.... I want every man to have a chance — and I believe a black man is entitled to it — in which he can better his condition — when he may look forward and hope to be a hired laborer this year and the next, work for himself afterwards, and finally to hire men to work for him....”

Emancipation Proclamation

Almost from the beginning of his administration, Lincoln was pressured by abolitionists and radical Republicans to issue an Emancipation Proclamation. In principle, Lincoln approved, but he postponed action against slavery until he believed he had wider support from the American Public. The passage of the Second Confiscation Act by Congress on July 17, 1862, which freed the slaves of everyone in rebellion against the government, provided the desired signal. Not only had Congress relieved the Administration of considerable strain with its limited initiative on emancipation, it demonstrated an increasing public abhorrence toward slavery.

Lincoln had already drafted what he termed his “Preliminary Proclamation.” He read his initial draft of the Emancipation Proclamation to Secretaries William H. Seward and Gideon Welles on July 13, 1862.

Nine days later, on July 22, Lincoln raised the issue in a regularly scheduled Cabinet meeting. The reaction was mixed. Secretary of War Edwin M. Stanton, correctly interpreting the Proclamation as a military measure designed both to deprive the Confederacy of slave labor and bring additional men into the Union Army, advocated its immediate release. Treasury Secretary Salmon P. Chase was equally supportive, but Montgomery Blair, the Postmaster General, foresaw defeat in the fall elections. Attorney General Edward Bates, a conservative, opposed civil and political equality for Blacks but gave his qualified support. Fortunately, President Lincoln only wanted the advice of his Cabinet on the style of the Proclamation, not its substance. The course was set.

The Cabinet meeting of September 22, 1862, resulted in the political and literary refinement of the July draft, and on January 1, 1863, Lincoln composed the final Emancipation Proclamation. It was the crowning achievement of his administration.

Newspaper Opinions

America had the largest per capita newspaper circulation in the world at the time of the South's secession, and the war made the nation even hungrier for news. Correspondents headed for the battlefields, along with newsboys, who did a brisk trade selling papers to the soldiers. Even in the trenches, some soldiers obtained and debated the editorials from the latest journals. Civilians gathered at newspaper offices, anxious for news from the front. And editors unabashedly took up partisan positions, embarking on campaigns of their own to inform and persuade their readers.

The New York Tribune

Perhaps no newspaper reflected the national fervor for reform better than Horace Greeley's New York Tribune. Greeley founded his paper in 1841 and made it a part of his lifelong campaign to improve the moral character of the nation and alleviate the suffering of the poor. Liquor, tobacco, prostitution, and other common vices were frequent targets of the Tribune. But the Tribune's reformist platform did not propose the exten-

sion of equal rights to all. Although Greeley felt slavery should be outlawed, he did not believe African Americans should have the same rights and privileges as white men. He hired feminist Margaret Fuller to write for the Tribune, but believed women should remain within the traditional domestic sphere.

In the decade leading up to the Civil War, the Tribune delivered its most excoriating attacks on the “peculiar institution” of slavery. Initially, the paper, like its publisher, supported compromise on the issue. But as Greeley's views moved toward outright abolition, so did the Tribune's. The paper took a firm stand against the Fugitive Slave Act and the Kansas-Nebraska Act, printing scathing anti-slavery editorials under the headline “The Voice of the North: No Extension of Slavery!”

Disappointed by the Whig Party's lukewarm position on abolition, Greeley helped cobble together the Republican Party. The Tribune backed Lincoln during his first run for the presidency, but not his second. By then, the paper counseled ending the war by way of compromise. Horace Greeley edited the Tribune until his death in 1872.

The Charleston Mercury

Published in the city that lay at the heart of the Confederate rebellion, the Charleston Mercury adopted a fiery pro-slavery, pro-secession stance. Under the direction of editor R.B. Rhett Jr., a cousin of the abolitionist Grimké sisters, the paper unleashed daily attacks on the North in general and abolitionists in particular.

The Mercury's eloquent, self-righteous defenses of slavery asserted that the states had a constitutional right to decide their own position on the issue, and that slave owners had a constitutional right to take their human property where they pleased — including into the North. The Mercury also took Northerners to task for hypocrisy, insisting that Northern factory owners treated their workers worse than slaves. Further, the paper argued that slavery was a charitable Christian cause that kept intellectually and morally inferior blacks out of harm's way and provided for their needs.

As war grew closer, the Mercury became an even more strident proponent of secession, openly declaring the South's willingness to preserve slavery by military action if necessary. The paper remained a steadfast supporter of the Southern cause to the end of the war.

Emancipation Proclamation



Emancipation Proclamation reading with Lincoln's cabinet

The Emancipation Proclamation, January 1, 1863 A Proclamation.

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

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

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

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppress-

ing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans) Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except the forty-eight counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth[]), and which excepted parts, are for the present, left precisely as if this proclamation were not issued.

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that

the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

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

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and of the Independence of the United States of America the eighty-seventh.

By the President:

ABRAHAM LINCOLN
WILLIAM H. SEWARD,
Secretary of State.

NEWSPAPER ACTIVITY:

Every day newspapers express the opinions of editors or other writers on their editorial and commentary pages. Read at least two editorials and/or commentaries, marking which sections you think are facts and which are opinions. How did the use of facts or opinions affect the persuasiveness of the editorial or commentary?

Now find an important issue in the newspaper and write your own editorial about it, expressing how you believe the issue should be addressed.

Second Inaugural Address



Fellow Countrymen:

At this second appearing to take the oath of the presidential office, there is less occasion for an extended address than there was at the first. Then a statement, somewhat in detail, of a course to be pursued, seemed fitting and proper. Now, at the expiration of four years, during which public declarations have been constantly called forth on every point and phase of the great contest which still absorbs the attention, and engrosses the energies of the nation, little that is new could be presented. The progress of our arms, upon which all else chiefly depends, is as well known to the public as to myself; and it is, I trust, reasonably satisfactory and encouraging to all. With high hope for the future, no prediction in regard to it is ventured.

On the occasion corresponding to this four years ago, all thoughts were anxiously directed to an impending civil-war. All dreaded it—all sought to avert it. While the inaugural address was being delivered from this place, devoted altogether to saving the Union without war, insurgent agents were in the city seeking to destroy it without war—seeking to dissolve the Union, and divide effects, by negotiation. Both parties deprecated war; but one of them would make war rather than let the nation survive; and the other would accept war rather than let it perish. And the war came.

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. Each looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible, and pray to the same God; and each invokes His aid against the other. It may seem strange that any men should dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces; but let us judge not that we be not judged. The prayers of both could not be answered; that of neither has been answered fully. The Almighty has His own purposes. "Woe unto the world because of offences! for it must needs be that offences come; but woe to that man by whom the offence cometh!" If we shall suppose that American Slavery is one of those offences which, in the providence of God, must needs come, but which, having continued through His appointed time, He now wills to remove, and that He gives to both North and South, this terrible war, as the woe due to those by whom the offence came, shall we discern therein any departure from those divine attributes which the believers in a Living God always ascribe to Him? Fondly do we hope—ferently do we pray—that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue, until all the wealth piled by the bond-man's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash, shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said "the judgments of the Lord, are true and righteous altogether"

With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphan—to do all which may achieve and cherish a just, and a lasting peace, among ourselves, and with all nations.

Speech on Reconstruction, April 11, 1865

(excerpts from his last public address)

We meet this evening, not in sorrow, but in gladness of heart. The evacuation of Petersburg and Richmond, and the surrender of the principal insurgent army, give hope of a righteous and speedy peace whose joyous expression can not be restrained. In the midst of this, however,

He from whom all blessings flow, must not be forgotten. A call for a national thanksgiving is being prepared, and will be duly promulgated. Nor must those whose harder part gives us the cause of rejoicing, be overlooked. Their honors must not be parceled out with others. I myself was near the front, and had the high pleasure of transmitting much of the good news to you; but no part of the honor, for plan or execution, is mine. To Gen. Grant, his skilful officers, and brave men, all belongs. The gallant Navy stood ready, but was not in reach to take active part.

By these recent successes the re-inauguration of the national authority—reconstruction—which has had a large share of thought from the first, is pressed much more closely upon our attention. It is fraught with great difficulty. Unlike a case of a war between independent nations, there is no authorized organ for us to treat with. No one man has authority to give up the rebellion for any other man. We simply must begin with, and mould from, disorganized and discordant elements. Nor is it a small additional embarrassment that we, the loyal people, differ among ourselves as to the mode, manner, and means of reconstruction...

...We all agree that the seceded States, so called, are out of their proper relation with the Union; and that the sole object of the government, civil and military, in regard to those States is to again get them into that proper practical relation. I believe it is not only possible, but in fact, easier to do this, without deciding, or even considering, whether these States have ever been out of the Union, than with it. Finding themselves safely at home, it would be utterly immaterial whether they had ever been abroad. Let us all join in doing the acts necessary to restoring the proper practical relations between these States and the Union; and each forever after, innocently indulge his own opinion whether, in doing the acts, he brought the States from without, into the Union, or only gave them proper assistance, they never having been out of it...

Full speech at:

www.historyplace.com/lincoln/reconst.htm



Lincoln Assassination

On the evening of April 14, 1865, while attending a special performance of the comedy, "Our American Cousin," President Abraham Lincoln was shot. Accompanying him at Ford's Theater that night were his wife, Mary Todd Lincoln, a twenty-eight year-old officer named Major Henry R. Rathbone, and Rathbone's fiancée, Clara Harris. After the play was in progress, a figure with a drawn derringer pistol stepped into the presidential box, aimed, and fired. The president slumped forward.

The assassin, John Wilkes Booth, dropped the pistol and waved a dagger. Rathbone lunged at him, and though slashed in the arm, forced the killer to the railing. Booth leapt from the balcony and caught the spur of his left boot on a flag draped over the rail, and shattered a bone in his leg on landing. Though injured, he rushed out the back door, and dis-

appeared into the night on horseback.

A doctor in the audience immediately went upstairs to the box. The bullet had entered through Lincoln's left ear and lodged behind his right eye. He was paralyzed and barely breathing. He was carried across Tenth Street, to a boarding house opposite the theater, but the doctors' best efforts failed. Nine hours later, at 7:22 AM on April 15th, Lincoln died.

There were at least four conspirators in addition to Booth involved in the mayhem. Booth was shot and captured while hiding in a barn near Bowling Green, Virginia, and died later the same day, April 26, 1865. Four co-conspirators, Lewis Paine, George Atzerodt, David Herold, and Mary Surratt, were hanged at the gallows of the Old Penitentiary, on the site of present-day Fort McNair, on July 7, 1865.

Newspaper Activities:

One of the most useful ways to reflect on the significance of any leader is to write an obituary. Read one or two obituaries in the newspaper as examples. Then write an obituary that captures Lincoln's life and his importance. Share them as a class.

You've just been elected President. Use newspaper stories and editorials to understand the issues that you'll need to address as President. You may also want to search online for recent inaugural speeches. Now write your own inaugural speech detailing what the issues are and what you plan to do about them. Give your speech to your class.

Lincoln Resources Online:

Abraham Lincoln Bicentennial Commission (ALBC): Congress established the ALBC to recommend appropriate ways to commemorate the 200th birthday of Abraham Lincoln in 2009. Sign up to participate in the Lincoln Legacy School recognition program, sponsored by the History Channel. To participate, use the application found on the website to share your school's plans to celebrate the Bicentennial.

www.abrahamlincoln200.org

Abraham Lincoln's Classroom:
abrahamlincolnsclassroom.org

Abraham Lincoln Historical Digitization Project:
<http://lincoln.lib.niu.edu>

Abraham Lincoln Presidential Library & Museum
www.alplm.org

Black Hawk War of 1832
<http://lincoln.lib.niu.edu/blackhawk/>
http://en.wikipedia.org/wiki/Black_Hawk_War

Civil War:
http://en.wikipedia.org/wiki/Abraham_Lincoln_and_the_Civil_War
<http://hnn.us/articles/30860.html>

C-SPAN
www.cspan.org/lincoln200years

Dred Scott Decision:
<http://usinfo.state.gov/infousa/government/overview/22.html>
www.landmarkcases.org/dredscott/home.html
www.freemaninstitute.com/scott.htm

Emancipation Proclamation:
www.archives.gov/exhibits/featured_documents
<http://bensguide.gpo.gov/9-12/documents>

Gettysburg Address:
www.loc.gov/exhibits/gadd
<http://bensguide.gpo.gov/9-12/documents>

History Channel
Interactive Lincoln website:
www.history.com/lincoln

History Classroom site:
www.history.com/classroom

Kansas-Nebraska Act (1854)
www.ourdocuments.gov/doc.php?flash=true&doc=28
http://en.wikipedia.org/wiki/Kansas-Nebraska_Act

Library of Congress
Abraham Lincoln Papers
http://memory.loc.gov/learn/community/cc_lincoln.php
<http://memory.loc.gov/learn/collections/papers/file.html>

Lincoln-Douglas Debates of 1858
www.nps.gov/archive/liho/debates.htm
<http://lincoln.lib.niu.edu/lincolndouglas/nhdebate.html>

Lincoln Cottage, Washington, DC
<http://lincolncottage.org/>

Lincoln Home National Historic Site:
www.nps.gov/liho

Lincoln Memorial in Washington, DC
www.nps.gov/linc

Lincoln Tomb
www.illinoishistory.gov/hs/lincoln_tomb.htm
www.nps.gov/history/history/online_books/presidents/site19.htm

Loyola University Chicago
www.luc.edu/orgs/lincolnatloyola

Mary Todd Lincoln
www.mrlincolnswhitehouse.org/inside.asp?ID=15&subjectID=2
www.abrahamlincolnsclassroom.org/Library/newsletter.asp?ID=130&CRLI=178

Mount Rushmore
www.nps.gov/moru

Mr. Lincoln and Freedom:
www.mrlincolnanfreedom.org

National Endowment for the Humanities
<http://edsitement.neh.gov>
Then click on Search, and enter Lincoln.

Poem by Lincoln, My Childhood's Home:
www.nps.gov/archive/liho/my_childhood_home3.htm

Teaching with Primary Sources
www.teachingwithlincoln.com

The Lincoln Institute, main site and five companion web pages about Mr. Lincoln
www.abrahamlincolnsclassroom.org

W.E.B. DuBois on Lincoln
Controversial essay:
<http://teachingamericanhistory.org/library/index.asp?document=556>

Response to critics of his essay:
<http://teachingamericanhistory.org/library/index.asp?document=555>

